

STUDENT SUPERVISION ACADEMY



Table of Contents

Revised 06-09-02

STUDENT SUPERVISION ACADEMY i

Academy Introduction	x
Student Supervision Academy	xi

Module A: General Principles of Student Supervision 16

A. Energizer: Getting to Know You	17
B. Module Goals	17

Goal 1: Identify rules and procedures for emergency situations. 18

1.1 Lecture: The Good Samaritan Act	18
1.2 Lecture: Reporting an Accident	18
1.3 Activity: Completing an Accident Report Form	19
1.4 Assignment: Guidelines for Safety	20
1.5 Discussion: Communication in an Emergency	20
1.6 Discussion: Fire Drills	20
1.7 Assignment: Emergency Procedures	21

Goal 2: Explain how to establish rules and plan for discipline. 22

2.1 Discussion: Establishing Rules	22
2.2 Lecture: Planning for Discipline	23

Module A Handouts 24

Module A: General Principles of Student Supervision	25
The Good Samaritan Act	26
Student Accident Report	27
Accident Report Scenario 1	28
Accident Report Scenario 2	29
Accident Report Scenario 3	30
Think-Room Pink Slip	31
Student Think-Room Report	32

Module A Transparencies 33

Module A: General Principles of Student Supervision	34
The Good Samaritan Act	35
File an Accident Report... ..	36
Establishing Rules	37

A School-Wide Approach to Establishing Rules	38
Module B: Lunchroom Supervision	39
A. Module Goals	40
B. Discussion: Assignment Review	40
<i>Goal 1: Identify the role of the paraeducator in lunchroom supervision.</i>	<i>41</i>
1.1 Activity: Lunchroom Supervision Responsibilities	41
1.2 Lecture: Lunchroom Supervision	41
<i>Goal 2: Name lunchroom safety precautions and first aid specific to the lunchroom.</i>	<i>42</i>
2.1 Discussion: Lunchroom Safety	42
2.2 Lecture: The Heimlich Maneuver	42
2.3 Activity: Performing the Heimlich Maneuver	43
2.4 Lecture: Allergic Reactions	44
2.5 Discussion: Seizure	45
2.6 Discussion: Hyperglycemia and Hypoglycemia	46
<i>Goal 3: Explain rules and procedures to be followed in lunchroom emergencies.</i>	<i>50</i>
3.1 Activity: Exiting Common Areas	50
3.1.1 Discussion: Exiting the Lunchroom	50
<i>Goal 4: Demonstrate a variety of signals for getting students' attention in the lunchroom.</i>	<i>51</i>
4.1 Discussion: Getting Students' Attention	51
4.2 Activity: Lunchroom Signals	51
4.2.2 Discussion: Further Understanding Lunchroom Signals	51
<i>Goal 5: Demonstrate eating procedures for students with special eating needs.</i>	<i>52</i>
5.1 Activity: Eating Techniques	52
5.1.2 Discussion: Assisted Eating	52
5.2 Lecture: Guidelines for Assisting Students with Special Eating Needs	53
5.3 Lecture: Eating Reflexes	53
5.4 Lecture: Continuous-Feed Pump Procedure	54
<i>Goal 6 : Conduct an ecological inventory to determine natural supports available in the lunchroom.</i>	<i>57</i>
6.1 Discussion: Ecological Inventories	57
6.2 Activity: Completing an Ecological Inventory	57
<i>Goal 7: Demonstrate instructional methods for teaching pro-social lunchroom behaviors.</i>	<i>59</i>
7.1 Discussion: Rules, Behavior, and the Lunchroom	59
7.2 Discussion: Teaching Behavior in the Lunchroom	59
7.3 Lecture: Discipline in the Lunchroom	60

7.4 Discussion: Law of Least Intervention	62
7.5 Activity: Teaching Pro-Social Behavior in the Lunchroom	64
Goal 8: Show how to foster relationships among students in the lunchroom.	66
8.1 Discussion: Fostering Relationships	66
8.2 Activity: The Students and I	66
Module B Handouts	67
Module B: Lunchroom Supervision	68
Allergic Reaction Procedures	69
Seizure Procedures	70
Hyperglycemia Procedures	71
Hypoglycemia Procedures	72
Lunchroom Signals	74
Guidelines for Assisting Students with Special Eating Needs	75
Eating Reflexes	76
Continuous-Feed Pump Procedure	77
Ecological Inventories in the Lunchroom	80
Typical Rules for the Lunchroom	81
Motivations for Lunchroom Disruptions	82
The Law of Least Intervention	83
Lunchroom Scenario 1	85
Lunchroom Scenario 2	86
Lunchroom Scenario 3	87
Lunchroom Scenario 4	88
The Students and I	89
Module B Transparencies	90
Module B: Lunchroom Supervision	91
Paraeducators Should... ..	92
Motivations for Lunchroom Disruptions	93
The Law of Least Intervention	94
Module C: Playground and Instructional Environment Supervision	95
A. Module Goals	96
Goal 1: Identify the role of the paraeducator in playground and instructional environment supervision.	97
1.1 Discussion: Paraeducators as Supervisors on the Playground	97
1.2 Activity: Playgrounds as Instructional Environments	97
1.3 Lecture: Supervising Small Groups	97

Goal 2: Explain standard rules and instructional methods for typical playground games. ..	99
2.1 Activity: Rules for Playground Games	99
2.2 Assignment: Rules for Playground Games at Your Site	99
2.3 Discussion: Playground Games	99
Goal 3: Explain safety precautions for children using playground equipment.....	101
3.1 Discussion: Safety on the Playground	101
3.2 Lecture: Maintaining Safety Through Playground Equipment Inspection	101
3.3 Lecture: Risk Management	102
Goal 4: Explain rules and procedures to be followed in playground emergencies.....	105
4.1 Discussion: Emergencies on the Playground	105
4.2 Assignment: Fanny Pack	105
Goal 5: Demonstrate a variety of signals for getting students' attention on the playground.	106
5.1 Discussion: Getting Students' Attention	106
5.2 Activity: Gotcha!	106
Goal 6: Conduct an ecological inventory of natural supports available on the playground.	107
6.1 Discussion: Natural Supports on the Playground	107
6.2 Lecture: Leisure and Individual Preference Assessments	107
6.3 Activity: Developing a Recreational Plan	108
Goal 7: Demonstrate instructional methods for teaching pro-social playground skills.	110
7.1 Discussion: Structuring Environments, Materials, and Social Interactions	110
7.2 Activity: Adapting Recreational Environments and Materials	110
Goal 8: Show how to foster relationships among students on the playground.....	112
8.1 Discussion: Social Skills on the Playground	112
8.2 Activity: So You Want to Play	112
8.3 Discussion: Teaching Interaction	113
Goal 9: Recognize conflicts among students on the playground.	114
9.1 Discussion: Conflict in Our Lives	114
9.2 Discussion: Conflict on the Playground	114
9.3 Activity: Conflict Survey	114
9.3.2 Discussion: Styles for Responding to Conflict	115
Goal 10: Explain how to mediate conflicts among students on the playground.	117
10.1 Lecture: Conflict Mediation and Management	117
10.2 Discussion: Conflict Mediation for Students and Supervisors	117
10.3 Lecture: Four Steps to Conflict Management	118



10.4 Activity: Further Understanding Conflict Management	119
10.5 Discussion: “I”-Messages and Conflict Management	120
10.6 Discussion: Active Listening	121
10.7 Activity: Practicing Active Listening	122
Goal 11: Demonstrate methods for resolving conflicts among students on the playground. 123	
11.1 Lecture: Conflict Resolution Styles	123
11.2 Activity: Further Understanding Conflict Resolution	124
Goal 12: Explain how to initiate, maintain, and supervise peer mediation programs on the playground. 125	
12.1 Lecture: Peer Conflict Mediation and Resolution	125
12.2 Lecture: Guidelines for Peer Conflict Mediators	125
12.3 Discussion: Peer Conflict Mediation Programs	126
12.4 Activity: Peer Conflict Mediators	127
12.4.2 Lecture: Rules for Negotiating	127
12.5 Discussion: Accountability of Peer Conflict Mediators	128
12.6 Discussion: When Peer Conflict Mediation Fails	129
12.7 Activity: Conflict Mediation Skills	129
Goal 13: Explain how the principles of playground supervision apply to the supervision of students in other instructional settings. 130	
13.1 Discussion: Applying Playground Supervision to Other Instructional Settings	130
13.2 Activity: Supervision Skills	131
Module C Handouts 132	
Module C: Playground and Instructional Environment Supervision	133
Safety on the Playground	134
Recreational Plan Scenarion: Angela	135
Recreational Plan Scenarion: Bobby	136
Recreational Plan Scenarion: Carrie	137
Recreational Plan Scenarion: Dave	138
Adaptations of the Recreational Environment	139
Adaptations of Recreational Materials	140
Adaptations for Accessibility	141
Adaptations for Students with Sensory Disabilities	142
Joining In	143
Playing a Game	144
Responding to Teasing	145
Avoiding Trouble	146
Avoiding Fights	147
Solving Problems	148

Determining the Source of a Problem	149
Making a Complaint	150
Dealing with Being Left Out	151
How Do You Respond to Conflicts?	152
Styles for Responding to Conflict	153
Conflict Mediation for Supervisors	154
Conflict Mediation for Students	155
Four Steps to Conflict Management	156
Conflict Management Scenario 1	157
Conflict Management Scenario 2	158
Conflict Management Scenario 3	159
“I”-Messages	160
“I”-Message Scenarios	161
Active Listening Scenarios	162
Conflict Resolution Styles	163
Conflict Mediator’s Schedule	164
Standards for Conflict Mediators	165
Peer Conflict Mediator’s Report Form	166
Peer Conflict Mediator’s Conflict Resolution Form	167
Conflict Mediation on the Playground Scenario: Paraeducator and Peer Conflict Mediator	168
Conflict Mediation on the Playground Scenario: Disputants	169
Helping the Other Person Talk	170
Peer Conflict Mediator’s Pledge	171
Red Card: This is an Emergency	172
My Conflict Mediation Skills	173
My Supervision Skills	174
Module C Assignments	175
Rules for Playground Games at Your Site	176
Fanny Pack	177
Module C Transparencies	178
Module C: Playground and Instructional Environment Supervision	179
Guidelines for Leading Small, Integrated Groups	181
Safety on the Playground	183
Risk Management	184
Playground Safety and Security	185
Leisure Assessment	186
Guidelines for Activity Selection	187
Teaching Interaction	188
Styles for Responding to Conflict	189

Escalating and De-Escalating Conflict	190
Four Steps to Conflict Management	191
Active Listening Rules	192
Active Listening Styles	193
Conflict Resolution Styles	194
Conflict Mediator's Schedule	195
Peer Conflict Mediator's Report Form	196
Peer Conflict Mediator's Conflict Resolution Form	197
Rules for Negotiating	198
Helping the Other Person Talk	199
Peer Conflict Mediator's Pledge	200
Red Card: This is an Emergency	201
Supervision Strategies	202
Module D: School Bus Supervision	203
A. Module Goals	204
B. Discussion: Assignment Review	204
<i>Goal 1: Identify the role of the paraeducator in school bus supervision.</i>	<i>205</i>
1.1 Lecture: School Bus Supervision	205
1.2 Discussion: Further Understanding School Bus Supervision	206
1.3 Discussion: Supporting Students on the School Bus	206
<i>Goal 2: Explain how to establish rules, routines, and procedures for school bus riding. ...</i>	<i>207</i>
2.1 Lecture: Guidelines for Establishing Rules for School Bus Conduct	207
2.2 Activity: Establishing Rules, Routines, and Procedures on the School Bus	207
2.3 Discussion: Typical Rules and Regulations for Students	208
2.4 Assignment: School Bus Rules	209
2.5 Activity: Teaching the Rules	209
<i>Goal 3: Explain how to maintain order on the school bus.</i>	<i>211</i>
3.1 Discussion: Maintaining Order on the School Bus	211
3.2 Lecture: Authority and Discipline on the School Bus	211
3.3 Discussion: Behavior Management on the School Bus	212
3.4 Discussion: Interacting With Students on the School Bus	213
3.5 Discussion: Eliminating Problems on the School Bus	214
3.6 Activity: Further Understanding Maintaining Order on the School Bus	215
<i>Goal 4: Explain rules and procedures to be followed in school bus emergencies.</i>	<i>217</i>
4.1 Lecture: School Bus Emergencies	217
4.2 Lecture: School Bus Evacuation	218
4.3 Activity: Show and Tell	222

Goal 5: Describe basic school bus operation procedures.	224
5.1 Activity: Daily Considerations for School Bus Drivers	224
5.2 Discussion: School Bus Driver Responsibilities	224
Module D Handouts	226
Module D: School Bus Supervision	227
Guidelines for Establishing Rules for School Bus Conduct	228
Typical School Bus Rules and Procedures for Students	229
Authority and Discipline on the School Bus	231
Guidelines for Behavior Management on the School Bus	232
Creating a Friendly, Non-Threatening, and Safe Environment	234
Developing the Necessary Skills	235
Maintaining Order on the School Bus Scenarios	236
School Bus Accident Procedures	237
Mechanical Failure Procedures	238
Teaching Students to Evacuate the School Bus	239
Procedures for Emergency School Bus Evacuation Drills	241
A School Bus Driver's Daily Resolution Checklist	244
School Bus Regulations	245
Module D Transparencies	246
Module D: School Bus Supervision	247
Guidelines for Behavior on the School Bus	248
Maintaining Respect and Dignity	249

Academy Introduction

Using the **Student Supervision Academy** transparency (T1), review the modules with the paraeducators before beginning the academy.

This academy assumes that the paraeducator has basic first-aid and CPR certification and focuses on the effective supervision of students on playgrounds, in lunchrooms, on school buses, and in other instructional environments.

Please note that some of the material contained in this academy refers specifically to the state of Colorado. If the academy is being taught elsewhere, it will be necessary to obtain comparable information for the location the academy is being taught in. Additionally, some of the lectures and activities in this academy rely on supplemental materials from the local Red Cross office and school district, including arranging for a representative from the district transportation office and obtaining a school bus.

Student Supervision Academy

StSupr-T1



Module A: General Principles of Student Supervision

- *Identify rules and procedures for emergency situations.*
- *Explain how to establish rules and plan for discipline.*

Student Supervision Academy

(continued)

StSupr-T1



Module B: Lunchroom Supervision

- *Identify the role of the paraeducator in lunchroom supervision.*
- *Name lunchroom safety precautions and first aid specific to the lunchroom.*
- *Explain rules and procedures to be followed in lunchroom emergencies.*
- *Demonstrate a variety of signals for getting students' attention in the lunchroom.*
- *Demonstrate eating procedures for students with special eating needs.*
- *Conduct an ecological inventory to determine natural supports available in the lunchroom.*
- *Demonstrate instructional methods for teaching pro-social lunchroom behaviors.*
- *Show how to foster relationships among students in the lunchroom.*

Student Supervision Academy

(continued)

StSupr-T1



Module C: Playground and Instructional Environment Supervision

- *Identify the role of the paraeducator in playground and instructional environment supervision.*
- *Explain standard rules and instructional methods for typical playground games.*
- *Explain safety precautions for students using playground equipment.*
- *Explain rules and procedures to be followed in playground emergencies.*
- *Demonstrate a variety of signals for getting students' attention on the playground.*
- *Conduct an ecological inventory of natural supports available on the playground.*
- *Demonstrate instructional methods for teaching pro-social playground skills.*

Student Supervision Academy

(continued)

StSupr-T1



Module C: Playground and Instructional Environment

Supervision (continued)

- *Show how to foster relationships among students on the playground.*
- *Recognize conflicts among students on the playground.*
- *Explain how to mediate conflicts among students on the conflict.*
- *Demonstrate methods for resolving conflicts among students on the playground.*
- *Explain how to initiate, maintain, and supervise peer mediation programs on the playground.*
- *Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.*

Student Supervision Academy

(continued)

StSupr-T1



Module D: School Bus Supervision

- *Identify the role of the paraeducator in school bus supervision.*
- *Explain how to establish rules, routines, and procedures for school bus riding.*
- *Explain how to maintain order on the school bus.*
- *Explain rules and procedures to be followed in school bus emergencies.*
- *Describe basic school bus operation procedures.*

Module A: General Principles of Student Supervision

Student Supervision Academy

Module A: General Principles of Student Supervision



A. Energizer: Getting to Know You

Paraeducators will participate in an activity that provides an opportunity to become acquainted with the other members of the class.

A.1 Steps

- Introduce yourself to the participants, sharing information about your background and current responsibilities.
- Have the participants introduce themselves to the class, sharing the following:
 - ↳ Their name,
 - ↳ The kind of program(s) they are currently working in, and
 - ↳ The kinds of situations in which they act as a supervisor.



B. Module Goals

Using the **Module A: General Principles of Student Supervision** handout and transparency (**H1/T1**), review the goals of the module.

1. Identify rules and procedures for emergency situations.
2. Explain how to establish rules and plan for discipline.



Goal 1: Identify rules and procedures for emergency situations.



1.1 Lecture: The Good Samaritan Act

Present and review the **The Good Samaritan Act** handout and transparency (**H2/T2**). Colorado's Good Samaritan Act (13-21-108) states:

- Persons rendering emergency assistance exempt from liability include: any person licensed as a physician and surgeon under the laws of the state of Colorado, or any other person, who in good faith renders emergency care or assistance without compensation at the place of an emergency or accident shall not be liable for any civil damages for acts or omissions in good faith.
- Every accident in the building, on campus, on the school bus, at practice sessions, or at any school-sponsored activity must be reported. An accident report form must be completed and filed in the nurse's office the same day.



Note to Instructor: The information for this lecture refers only to the state of Colorado. If this academy is being taught in another location, contact the local school district or Red Cross office to obtain the information for that location.



1.2 Lecture: Reporting an Accident

Present and review the **File an Accident Report...** transparency (**T3**). It is extremely important in case of legal action that there be accurate and complete documentation of all incidents. An accident report should be filed:

- If a student is referred to his or her physician for evaluation of an injury.
- If there is a question about school or district liability.
- If there is any question about how an incident was handled.
- As a protection for you.

Distribute and review the **Student Accident Report** handout (**H3**). The accident report form is typically self-explanatory. It should be filled in as completely as possible. Be sure to indicate the specific location of the body part (right or left) that was injured. Do not make a judgment or diagnosis, but be specific when describing the injury and the care given.

If you talk with a parent, guardian, or emergency contact on the phone, be sure to note

the contact in the appropriate column on the health office log, including the date and time of the conversation.

If the injury is a laceration through all skin layers or a puncture wound, check the student's immunization card for the date of the last tetanus booster. If five or more years have elapsed, notify the parent so the information may be given to a medical care provider (clinic, physician) to aid in making a determination regarding the need for another booster shot.

If you are unable to contact a parent by phone regarding a head injury, or feel that you want documentation regarding what was said in a conversation with a parent about a head injury, ask for and fill out a head injury form. Copy the completed form and give it to the nurse, and send the original form home with the student. It may not be necessary to fill out an accident report form if the student did not seek medical care. An aide or nurse may write a follow-up note at the bottom of the health office's copy of the head injury form.



Note to Instructor: Most schools have procedures for the paperwork process. Contact the school district this academy is being taught in to obtain a copy of the procedures and make handouts to review the procedures with the participants.



1.3 Activity: Completing an Accident Report Form

Paraeducators will participate in an activity that provides an opportunity to gain experience in completing accident reports.



1.3.1 Steps

- Have the participants break into three groups by counting off by three: all 1's together, all 2's together, and all 3's together.
- Distribute the **Accident Report Scenario** handouts (H4/H5/H6) as follows:
 - Group 1: **Accident Report Scenario 1 (H4)**
 - Group 2: **Accident Report Scenario 2 (H5)**
 - Group 3: **Accident Report Scenario 3 (H6)**
- Instruct the groups to read through their assigned scenarios and develop a role-play for it.
- When finished, have each group present their role-play while the other two groups complete an accident report form for the scenario being presented using the **Student Accident Report (H3)**. Continue until all

- groups have presented.
- Discuss as a class any questions regarding the completion of an accident report form.



1.4 Assignment: Guidelines for Safety

Instruct the paraeducators to contact their building's administration office, or their district's administration or risk management office to obtain a copy of each of the following:

- Guidelines for safety precautions in common areas, such as the lunchroom, playground, hallways, or school bus zones;
- Types, frequency, and notification policies of safety and first-aid training available to both certified and classified employees; and
- Accident reporting forms and the procedures for filing them.

This information may also be available in a staff handbook. Paraeducators should be prepared to share and discuss their findings at the next scheduled class meeting.



1.5 Discussion: Communication in an Emergency

Engage the participants in a discussion regarding how to notify the office in the event of an emergency, emphasizing the importance of having previously established a procedure for doing so. Have the participants provide specific examples of procedures currently in place in their buildings, and explore ways in which these procedures can be improved on and/or modified to fit various settings (lunchroom, playground, etc.).



1.6 Discussion: Fire Drills

Fire drills should be held periodically and under the supervision of the fire marshall or deputy fire marshall.

Each classroom or instructional area should have an exit designated for emergency use. Be sure to familiarize yourself with the emergency exit for each class or instructional area you work in. When an alarm is sounded, proceed outside quietly and quickly. An all-clear signal will be given at the conclusion of the drill to call classes back into the building. It is important that students remain quiet so that emergency instructions may be heard if given.

Reporting a false alarm is in violation of city ordinance and state law. A student who activates a false alarm must be apprehended and turned over to the fire marshall. A false alarm is costly, dangerous, and hazardous during evacuations.

Ask the participants to share their building's procedures for fire and tornado warnings. Discuss where to find the procedures if they are not known.



1.7 Assignment: Emergency Procedures

Instruct the paraeducators to contact their building's administration office, or their district's administration or risk management office to obtain a copy of each of the following emergency procedures:

- Weather situations (tornado, snow storm, rain storm, lightning, etc.);
- Fire;
- Strangers on the school grounds;
- Power failures; and
- Maintenance concerns (plumbing, electrical, HVAC, etc.).

This information may also be available in a staff handbook. Paraeducators should be prepared to share and discuss their findings at the next scheduled class meeting.



Goal 2: Explain how to establish rules and plan for discipline.



2.1 Discussion: Establishing Rules

Generalizing rules may be difficult for many students. They may depend on receiving specific instruction for their expected behavior in each setting. For example, a student who demonstrates that they know how to line up and proceed through the hall with her classmates to art class may not be able to generalize the same quiet, non-obtrusive manner for getting to and entering the lunchroom. In order to succeed, it is important that students are aware of what is expected of them and what the boundaries are.

Engage the participants in a discussion regarding how rules are established in their specific sites, including rules for the classroom, lunchroom, playground.

Rules need to be understood, supported, and reinforced throughout the population of the school. The best method of accomplishing this is to take a school-wide approach to establishing rules, respecting the hierarchy of authority in the building. Present and review the **Establishing Rules** transparency (T4).

- In order to establish rules that work, you need to involve all of the students.
- In order to involve all of the students, you need to involve the classroom teachers.
- In order to involve the classroom teachers, you need to involve the principal.

Because paraeducators are often placed in the role of supervisor, it is important that they be involved in the rule-making process. Present and review the **A School-Wide Approach to Establishing Rules** transparency (T5). The following is one way for paraeducators to be involved in the process and to foster a school-wide approach:

- Step 1: Plan a meeting between the paraeducators and the principal.
 - ➔ As a group, discuss and plan rules for settings in which paraeducators often act as supervisors (i.e., lunchroom, playground, etc.).
- Step 2: Ask the classroom teachers to communicate the rules to the students.
 - ➔ After obtaining the permission of the principal, review the rules with the classroom teachers and ask them to communicate the rules to the students.
 - ➔ If possible, the rules should be established within the first three days

of the semester and reviewed after long breaks (i.e., holidays, summer, etc.).

- Step 3: Ask the classroom teachers to accompany their classes.
 - ➔ Ask the classroom teachers to accompany their classes to the setting for which the rules were established (i.e., lunchroom, playground, etc.) for the first few minutes of the first three days of school. This will have long-lasting, positive benefits for both the paraeducator and the students.



2.2 Lecture: Planning for Discipline

After establishing rules for conduct, there must also be a plan to deal with the occasions when students do not follow them. Just as is true for rules, the discipline actions need to be understood, supported, and reinforced throughout the school population. These issues should be addressed at the time the rules are being established and when they are explained to the students.

Discipline should not be a “gotcha!” It should serve as a reminder of the rules and help to bring the student’s behavior in-line with the expectations of appropriate behaviors. Approaches to discipline should keep these points in mind and not be punitive.

Distribute the **Think-Room** handouts (**H7/H8**). The Think-Room is an example of a disciplinary measure that reminds the student of the rules, gets the student thinking about positive ways to modify his or her behavior, and serves as a way to notify the classroom teacher of disruptive behavior. The **Think-Room Pink Slip (H7)** is completed by the paraeducator, who then reviews it with the classroom teacher. The student will then be given the **Student Think-Room Report (H8)** and instructed to go to the Think-Room (this location should be decided on during the initial planning process) to complete as indicated on the pink slip.

Engage the participants in a discussion regarding how a system like the Think-Room would work in their building. Ask for examples of other disciplinary measures they have used in their building, how the plans were established, and how effective they are.

Module A Handouts

Module A: General Principles of Student Supervision

1. Identify rules and procedures for emergency situations.
2. Explain how to establish rules and plan for discipline.

The Good Samaritan Act

Colorado's Good Samaritan Act (13-21-108) states:

- Persons rendering emergency assistance exempt from liability include: any person licensed as a physician and surgeon under the laws of the state of Colorado, or any other person, who in good faith renders emergency care or assistance without compensation at the place of an emergency or accident shall not be liable for any civil damages for acts or omissions in good faith.
- Every accident in the building, on campus, on the school bus, at practice sessions or at any school-sponsored activity must be reported. An accident report form must be completed and filed in the nurse's office the same day.

Student Accident Report

Student's Name: _____ Sex: _____ Age: _____ Grade: _____

Home Address: _____ Telephone: _____

Supervisor's Name: _____ Telephone: _____

Witness 1: _____ Telephone: _____

Witness 2: _____ Telephone: _____

Witness 3: _____ Telephone: _____

Other Involved Parties:

Day/Date/Time of Incident: _____ / _____ / _____

Location of Incident: _____

How did the incident occur? Specify activity.

Signature of Student or Person Reporting: _____

Initial Observations:

Assistance/Treatment Provided:

Name of Parent/Guardian/Other Individual Contacted: _____

Name of Person Making Contact: _____ Time of Contact: _____

Name of Person Student Released To: _____ Time Student Released: _____

Student Taken To: _____

Scheduled Follow-Up: _____

School: _____ Nurse/Designee: _____ Date of Report _____

Comments:

cc: Student File (original)
Student Services (yellow copy)

Signature of Building Administrator

Accident Report Scenario 1

A fourth-grade student is cut with scissors while completing a group art project. The cut appears to require medical attention.

Accident Report Scenario 2

A second-grade student chokes while playing with food in the lunchroom.

Accident Report Scenario 3

A seventh-grade student begins vomiting due to a possible injury sustained on the school bus during a field trip.

Think-Room Pink Slip

Student's Name: _____ Grade: _____ Date: _____ Time: _____

Home-Room Teacher's Name: _____ Pink Slip Issued By: _____

Location of Misconduct:

___ Classroom ___ Cafeteria ___ Hallway ___ Bathroom ___ Playground ___
Outside ___ Other (field trip, assembly, etc.): _____

Date Student is to Arrive at Think-Room: _____ Date Arrived: _____

Time Student is to Arrive at Think-Room: _____ Time Arrived: _____

Listed below are rules we have at our school. A check mark by an item indicates the rule was not followed.

- ___ Follow adult directions.
- ___ Appropriate, respectful behavior and language with adults.
- ___ Appropriate, respectful behavior and language with students.
- ___ Pass with purpose in hallways.
- ___ Pass quietly, using a whispered voice.
- ___ Keep hands, feet, and objects to self.
- ___ Proper use of the bathroom.
- ___ No gum in school.
- ___ Line up in the appropriate area immediately upon arriving at school.
- ___ All food should be eaten in the cafeteria.
- ___ Use a conversational voice.
- ___ Use polite table manners.
- ___ Clean up after yourself after being excused by an adult.
- ___ Follow safety rules on and with equipment.
- ___ No throwing of inappropriate items (i.e., rocks, gravel, snowballs).
- ___ When the bell rings, return equipment and line up immediately.
- ___ No rough physical contact.

Comments:



Student Think-Room Report

To the Student: Complete and return this form as instructed.

What I did:

What I could have done:

Or I could have:

What I will do next time:

Student Signature

Parent Signature

StSuprA-T



Module A Transparencies

Module A: General Principles of Student Supervision

StSuprA-T1



- *Identify rules and procedures for emergency situations.*
- *Explain how to establish rules and plan for discipline.*

The Good Samaritan Act

StSuprA-T2



Colorado's Good Samaritan Act (13-21-108) states:

- *Persons rendering emergency assistance exempt from liability include: any person licensed as a physician and surgeon under the laws of the state of Colorado, or any other person, who in good faith renders emergency care or assistance without compensation at the place of an emergency or accident shall not be liable for any civil damages for acts or omissions in good faith.*

- *Every accident in the building, on campus, on the school bus, at practice sessions or at any school-sponsored activity must be reported. An accident report form must be completed and filed in the nurse's office the same day.*

File an Accident Report...

StSuprA-T3



- *If a student is referred to his or her physician for evaluation of an injury.*
- *If there is a question about school or district liability.*
- *If there is any question about how an incident was handled.*
- *As a protection for you.*

Establishing Rules

StSuprA-T4



- *In order to establish rules that work, you need to involve all of the students.*
- *In order to involve all of the students, you need to involve the classroom teachers.*
- *In order to involve the classroom teachers, you need to involve the principal.*

A School-Wide Approach to Establishing Rules

StSuprA-T5



- *Plan a meeting between the paraeducators and the principal.*
- *Ask the classroom teachers to communicate the rules to the students.*
- *Ask the classroom teachers to accompany their classes.*

Module B: Lunchroom Supervision

Student Supervision Academy

Module B: Lunchroom Supervision



A. Module Goals

Using the **Module B: Lunchroom Supervision** handout and transparency (H1/T1), review the goals of the module.

1. Identify the role of the paraeducator in lunchroom supervision.
2. Name lunchroom safety precautions and first aid specific to the lunchroom.
3. Explain rules and procedures to be followed in lunchroom emergencies.
4. Demonstrate a variety of signals for getting students' attention in the lunchroom.
5. Demonstrate eating procedures for students with special eating needs.
6. Conduct an ecological inventory to determine natural supports available in the lunchroom.
7. Demonstrate instructional methods for teaching pro-social lunchroom behaviors.
8. Show how to foster relationships among students in the lunchroom.



B. Discussion: Assignment Review

Engage the participants in a discussion regarding the results of **1.4 Assignment: Guidelines for Safety** and **1.7 Assignment: Emergency Procedures** from **Module A: General Principles of Student Supervision**.



Goal 1: Identify the role of the paraeducator in lunchroom supervision.



1.1 Activity: Lunchroom Supervision Responsibilities

Paraeducators will participate in an activity that provides an opportunity to better understand their roles as supervisors in the lunchroom.



1.1.1 Steps

- Have the participants break into small groups.
- Instruct the groups to discuss their experiences with supervising lunchrooms.
- Instruct the groups to discuss and list their main responsibilities when supervising the lunchroom.
- When finished, have the groups prioritize their lists.
- Have each group share their top three responsibilities with the class.
- As the groups share, write their responses on a blank transparency.
- When finished, discuss and prioritize the class's list as a group.



1.2 Lecture: Lunchroom Supervision

Lunchrooms are places where students can go to enjoy a relaxing meal with their peers. Students typically approach this with energy and enthusiasm. The need for safety precautions is ever present in the lunchroom setting, as this eagerness can easily spill over into calamity.

As supervisors in the lunchroom, paraeducators have an obligation to teach and model appropriate behavior. Students may need assistance acquiring the skills for developing and implementing the desired pro-social behaviors.

Lunchrooms have rules that are specific to their setting, such as what to do with your lunch trash. They also share rules that apply to all school settings, such as respecting the property of others. Incidents involving the inappropriate handling of food or drink may lead to a call for assistance or require first-aid measures.

All students must be given the opportunity to participate in the daily social adventure of eating lunch with their classmates. Supports for students with all types of needs should be in place to promote active participation in this highly anticipated daily event.



Goal 2: Name lunchroom safety precautions and first aid specific to the lunchroom.



Note to Instructor: Prior to teaching this goal, you will need to contact the American Red Cross office and obtain handouts (you will need a full set of handouts for each participant), a video, and posters (two to three for each school represented in the class) on the Heimlich maneuver for use in **2.2 Activity: The Heimlich Maneuver**.



2.1 Discussion: Lunchroom Safety

Lunchroom safety is a priority for cafeteria supervisors. Precautionary steps must be taken to ensure that all students have an opportunity to participate in the lunchroom with minimal risk to personal safety.

Facilitate a discussion regarding lunchroom safety precautions and first aid specific to choking and aspiration, using the following questions as a guide for the discussion.

- What first-aid training have you received?
- What incidents have you experienced that have had an impact on lunchroom safety?
- What incidents have you encountered regarding choking?
- What incidents have you encountered regarding aspiration?
- What sorts of special needs do some students have that require a lunchroom supervisor to have individualized training in assisting those students during mealtime?



2.2 Lecture: The Heimlich Maneuver

Distribute and review the handouts obtained from the American Red Cross on the Heimlich maneuver.

- Show the video of the Heimlich maneuver.
- Review the procedure for the Heimlich maneuver.
- When a student shows signs of choking, ask if they are choking.
- If the student can speak, breathe, or cough forcefully do not interfere.
- If the student cannot speak, breathe, or cough forcefully, give a medical statement and perform the Heimlich maneuver.
- Stand behind the student and wrap your arms around the student's waist.
- Grasp one fist with your other hand and place thumb side of your fist

- in the midline slightly above the navel.
- Press fist into abdomen with quick inward and upward thrusts.
 - Each abdominal thrust should be delivered decisively, with the intent of relieving the obstruction.
 - If the student becomes unconscious, position the student on his/her back and activate emergency medical service (EMS).
 - For students older than eight,
 - ↳ perform a tongue-jaw lift,
 - ↳ sweep deeply into mouth to remove any foreign objects, and
 - ↳ attempt rescue breathing.
 - For students eight and younger,
 - ↳ Do not perform blind finger sweeps.
 - ↳ Instead, perform the tongue-jaw lift,
 - ↳ look down into the airway, and
 - ↳ use your finger to sweep the foreign object out only if you can actually see it, then attempt rescue breathing.

Emphasize that when breathing stops, the heart will continue to pump blood for several minutes, carrying existing stores of oxygen to the brain and the rest of the body. Early, prompt rescue efforts for the victim of respiratory arrest or choking can prevent the heart from stopping.

Demonstrate the Heimlich maneuver for both adults and children by asking for a volunteer and carefully demonstrating the procedure on them.



2.3 Activity: Performing the Heimlich Maneuver

Paraeducators will participate in an activity that provides an opportunity to gain experience in using the Heimlich maneuver.



2.3.1 Steps

- Have the participants break into pairs.
- Have the pairs carefully practice the procedure with one another as reviewed in the handouts, on the video, and in demonstration. They should practice the procedure for both adults and children.



Note to Instructor: While participants are practicing, circulate through the class ensuring the procedure is being done properly, providing clarification and assistance as needed.

- When finished, distribute the Heimlich maneuver posters obtained from the American Red Cross to the participants. Encourage the participants to have the posters laminated and placed in their school's cafeteria, in a visible location for reference in the case of an emergency. Explain that panic in such a situation might cause difficulty in retrieving the procedural memory for this important procedure and that the posters can help with focus and get an individual started.



2.4 Lecture: Allergic Reactions

Distribute and review **Allergic Reaction Procedures** handout (**H2**). An allergic reaction can be defined as an overreaction by the body to a substance that is normally harmless (e.g., seafood, penicillin, bee stings, nuts, etc.). Signs and symptoms of an allergic reaction include:

- Flushed skin.
- Hives.
- Shock.
- Breathing difficulty, wheezing, or coughing.
- Lowered level of responsiveness.
- Swelling of face, eyes, tongue, or throat.
- Respiratory or cardiac arrest.
- Itching, burning sensation.
- Nausea, weakness.
- Dizziness, anxiety.
- Tightness, pain in chest.

Allergic reactions may be rapid, occurring within 10 to 15 seconds; slow, occurring 10 to 15 minutes after exposure; or delayed for several days. Allergic reactions can be life threatening.

When signs of an allergic reaction are presented, the following procedures should be followed.

- Make a medical statement and assure the student you will care for him or her.
- Primary Assessment and Circle of Care.
 - ➔ Continue to monitor and protect the student's airway.
 - ➔ Make certain that the student continues to breathe.
 - ➔ Monitor the student's pulse at the neck for changes.

- If the student is responsive, perform an illness assessment.
 - ↳ Ask the student to describe how he or she feels.
 - ↳ Ask if this happened before.
- Check for a Medical Alert tag.
- Reassure the student that you will care for him or her.
- Check the student's pulse.
- Check respirations.
- Check skin temperature.
- Check tissue color.
- Reassure the patient and seek medical aid as indicated by the assessment. Abnormal signs or symptoms may indicate a problem and may require EMS.



2.5 Discussion: Seizure

Each person's seizure problems are unique and school districts usually have developed their own procedures for attending to seizures. In general, the following procedures are recommended for handling tonic-clonic (grand mal) seizure incidents.

Distribute and review the **Seizure Procedures** handout (H3).

- Be calm and cool, yet assertive.
- Help the student that is having the seizure to the floor, in a position lying on his or her side.
- Immediately clear nearby furniture out of the student's reach.
- Do not try to restrain the student's flailing movements.
- Do not try to pry open or put anything in the student's mouth.
- Loosen any tight clothing around the student's neck.
- If you have not already done so, place the student on his or her side, allowing the saliva to drain.
- While doing the last two steps, explain to nearby students that:
 - ↳ This student is experiencing a seizure;
 - ↳ They should not be worried or afraid because the student is not hurt and will soon be okay; and
 - ↳ That the student will feel better if everyone goes back to work, rather than standing around watching.
- Wipe the student's face as he or she recovers and begins to reorient.
- Be reassuring.
- Provide a change of clothing if needed because of loss of bowel or bladder control. Be very matter-of-fact about the change.

- Stay with the student until he or she is oriented.
- The student will probably need to rest anywhere from several minutes to several hours.
- Encourage the student to return to class as soon as they are rested.
- In general, try to treat the seizure incident very matter-of-factly.

Stress that it is extremely important to time the seizure itself. If a person's seizure lasts more than ten minutes or no air is being exchanged and it is apparent that several seizures are occurring in a row, medical assistance should be summoned.

Engage the participants in a discussion regarding the procedures for seizures, addressing any questions or concerns they have.



Note to Instructor: The information contained in the is lecture was adapted from ASSIST: Associate Instructional Support for Teachers, edited by Richard White from Indiana University, 1980.



2.6 Discussion: Hyperglycemia and Hypoglycemia

Distribute and review the **Hyperglycemia Procedures** handout (H4).

- Characterized by high blood sugar, resulting in a diabetic coma.
- Occurrence
 - ↳ Occurs infrequently in children and adolescents under treatment.
- Onset
 - ↳ Slow, over days.
 - ↳ Causes
 - ↳ Omission of insulin and food.
 - ↳ Other diseases.
 - ↳ Neglect of treatment.
- Symptoms
 - ↳ Thirst.
 - ↳ Headache.
 - ↳ Nausea.
 - ↳ Vomiting.
 - ↳ Abdominal pain.
 - ↳ Dim vision.
 - ↳ Constipation.
 - ↳ Shortness of breath.

- Signs
 - ↳ Flushed face.
 - ↳ Rapid respirations, may lead to respiratory paralysis.
 - ↳ Dehydration.
 - ↳ Soft eyeballs.
 - ↳ Rapid pulse.
 - ↳ Acetone, fruity odor.
 - ↳ Breath.
 - ↳ Coma.
- Treatment
 - ↳ For Mild Cases:
 - ⇒ Observe as needed.
 - ⇒ No immediate treatment.
 - ⇒ Notify parent if undiagnosed.
 - ↳ For Moderate Cases:
 - ⇒ Contact the student's parent and/or physician.
 - ⇒ Activate EMS as indicated.
- Response to Treatment
 - ↳ Slow.

Distribute and review the **Hypoglycemia Procedures** handout (**H5**).

- Characterized by low blood sugar, resulting in insulin shock.
- Occurrence
 - ↳ More likely to occur in children and adolescents.
- Onset
 - ↳ For Regular Insulin:
 - ⇒ Sudden, within minutes.
 - ↳ For NPH, Lente Insulin:
 - ⇒ Gradual, over hours.
- Causes
 - ↳ For Regular and NPH, Lente Insulin:
 - ⇒ Overdose.
 - ⇒ Delayed or omitted meals.
 - ⇒ Excessive exercise without adequate food.
 - ⇒ Vomiting.
 - ⇒ Diarrhea.
 - ⇒ Infection.
 - ⇒ Illness.
- Symptoms
 - ↳ For Regular Insulin:

- ⇒ Hunger.
 - ⇒ Weakness.
 - ⇒ Diaphoresis.
 - ⇒ Double or blurred vision.
 - ⇒ Paresthesia or tingling.
 - ⇒ Confusion.
 - ⇒ Stupor.
 - ⇒ Convulsions.
- ↳ For NPH, Lente Insulin:
 - ⇒ Fatigue.
 - ⇒ Weakness.
 - ⇒ Diaphoresis.
 - ⇒ Headache.
 - ⇒ Dizziness.
 - ⇒ Nausea.
 - ⇒ Double or blurred vision.
 - ⇒ Paresthesia or tingling.
 - ⇒ Confusion.
 - ⇒ Stupor.
 - ⇒ Convulsions.
- Signs
 - ↳ For Regular and NPH, Lente Insulin:
 - ⇒ Pallor.
 - ⇒ Shallow respirations.
 - ⇒ Diaphoresis.
- Treatment
 - ↳ For Mild to Moderate Cases, Both Regular and NPH, Lente Insulin:
 - ⇒ Give sugar in some form.
 - ⇒ Contact the parent if student does not respond.
 - ↳ For Severe Cases, Both Regular and NPH, Lente Insulin:
 - ⇒ Activate EMS.
 - ⇒ Administer glucose preparation.
 - ⇒ Oral glucose under the tongue.
 - ⇒ Glucose by injection.
- Response to Treatment
 - ↳ For Regular Insulin:
 - ⇒ Usually rapid.
 - ↳ For NPH, Lente Insulin:
 - ⇒ Slow, possibly delayed.

Engage the participants in a discussion regarding the differences between hyper- and hypoglycemia, addressing any questions or concerns they have.



Goal 3: Explain rules and procedures to be followed in lunchroom emergencies.



3.1 Activity: Exiting Common Areas

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the importance of having an emergency procedure for exiting common areas.



3.1.1 Discussion: Exiting the Lunchroom

Emphasize that school emergency procedures extend to the lunchroom. It is imperative that a paraeducator supervising the lunchroom be familiar with emergency signals and procedures. Ask the participants to share the procedure for an emergency exit of their lunchroom with the class. Discuss the importance of having students know these procedures. Ask the participants to share specific examples of supports that are necessary and/or in place for students with special needs in emergency evacuation procedures in their schools.



3.1.2 Steps

- Have the participants break into small groups. If possible, have the participants break into groups by school, making sure the groups are still relatively small.
- Using chart paper and marker, have the groups draw their lunchroom or other common area in their school
- Using a different color of marker, have the groups sketch the emergency exit plan for the area.
- Using another sheet of chart paper, have the groups try to devise a more efficient exit plan for their lunchroom,
- When finished, have each group hang their exit plans and discuss them as a class.



Goal 4: Demonstrate a variety of signals for getting students' attention in the lunchroom.



4.1 Discussion: Getting Students' Attention

Engage the participants in a discussion regarding possible ways to gain the attention of students in the lunchroom. Have the participants provide specific examples of circumstances that require them to get the attention of students.



4.2 Activity: Lunchroom Signals

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of signals used to gain the attention of students in the lunchroom.



4.2.1 Steps

- Have the paraeducators break into small groups.
- Distribute the **Lunchroom Signals** handout (**H6**).
- Instruct the groups to review and discuss the signals provided and add at least five additional signals.
- When finished, have the groups share and discuss their additions with the class.



4.2.2 Discussion: Further Understanding Lunchroom Signals

Engage the participants in a discussion regarding various aspects of signals used in the lunchroom to gain the attention of students, using the following questions as a guide.

- How are signals taught to students?
- How often are signals reviewed?
- What, if any, individualized signals are needed for students with special needs?



Goal 5: Demonstrate eating procedures for students with special eating needs.



5.1 Activity: Eating Techniques

Paraeducators will participate in an activity that provides an opportunity to gain experience in assisting students with special eating needs.



Note to Instructor: For this activity, you will need to provide sufficient amounts of the following materials for the participants of this class:

- Water;
- Plastic spoons;
- Plastic plate or bowl; and
- A pureed food, such as applesauce or pudding.



5.1.1 Steps

- Have the participants break into pairs.
- Distribute the materials for the activity.
- Have the pairs take turns experiencing the following, with the assistance of their partner:
 - ↳ Swallowing a liquid:
 - ⇒ With head back.
 - ⇒ Without lip closure.
 - ↳ Eating a solid:
 - ⇒ With spoon scraping against teeth.
 - ⇒ With fast feeding.



5.1.2 Discussion: Assisted Eating

Engage the participants in a discussion regarding their experiences in the activity. Use the following questions as a guide:

- How did it feel when trying to swallow with your head back?
- What emotions did you experience when your partner was feeding you too quickly?
- What would you do if you didn't have a way to communicate "slow down?"
- How will you approach assisting students with special eating needs?



5.2 Lecture: Guidelines for Assisting Students with Special Eating Needs

Distribute and review the **Guidelines for Assisting Students with Special Eating Needs** handout (H7).

- Use the correct texture of food (pureed, chopped, normal, etc.).
- The student should be positioned in the designated position.
 - ↳ A qualified therapist may need to be consulted.
- The student's head should be in midline and usually with slight flexion (forehead tipped forward slightly).
- The spoon is generally presented to the middle of the tongue.
- Waiting for lip closure is often needed.
- Neck flexion should be increased slightly forward if the student coughs or chokes.
- Remember, if the student is coughing, they are breathing. They may have aspirated fluid or food. Wait until the coughing has completely subsided and breathing has returned to normal before continuing.
- Know the Heimlich Maneuver and call 911 if needed.
- Use the proper equipment. Be careful of plastic, glass, etc. Be aware that students who have unusual muscle tone (as in cerebral palsy) may have a bite reflex that could result in plasticware being bitten off.
- Give the student choices and respect them.
- Remember to consider pace and difficulty of eating for the student.
- Give the student your full attention. Engage the student in conversation or in the conversation of those around him or her.
- Allow the student to choose where they would like to sit.



5.3 Lecture: Eating Reflexes

Distribute and review the **Eating Reflexes** handout (H8). Reflexes are automatic postures and movements caused by sensory input from the vestibular and somatosensory systems.

They can affect all parts of the eating process. Reflexes include:

- Rooting
 - ↳ When the cheek is touched near the corner of mouth, the lower lip drops and the head turns to suck a nipple.
- Gag Reflex
 - ↳ Choking type of reflex activated by stimulation of the mouth's palate.
 - ↳ Survival reflex present at birth and gradually lessens as a baby begins to eat different textured foods.

- ↳ Begins with activation near the front of the mouth and gradually moves back on the soft palate during the first year.
- Bite Reflex
 - ↳ Clamping down of the teeth/gums on objects placed in the mouth.
 - ↳ Hyperactive and prolonged in many individuals with cerebral palsy and can interfere with feeding.
- Suckling
 - ↳ Immature type of sucking pattern present in the first months.
 - ↳ Prolonged in many individuals with cerebral palsy and evidenced by rhythmic tongue protrusion during oral food processing (tongue thrust).
- Moro
 - ↳ Startle reaction when child is tilted slightly backward from a sitting position.
 - ↳ Arms extend, fingers spread, and lower extremities flex.
 - ↳ Normally integrated during the first year, but often active in older children with cerebral palsy in a modified form as a startle.



5.4 Lecture: Continuous-Feed Pump Procedure

Distribute and review the **Continuous-Feed Pump Procedure** handout (H9).

- Position During Feeding
 - ↳ Student is fed in his or her bed through the night in a prone (flat) position. Any position comfortable for the student may be used for tube feeding at school.
 - ↳ This is a procedure that must be delegated to only individuals trained by a nurse for each, individual student.
- Procedure
 - ↳ Position IV extension pole with pump attached nearby.
 - ↳ Put on gloves and open formula can.
 - ↳ Take cap off top of Enteral Nutritional Bag, and pour entire contents of formula can into the bag and twist the cap closed. Keep the empty can within reach and suspend the bag from the hook on the pump extension pole.
 - ↳ Remove the cover from the long adapter tip attached to the feeding bag tube and connect the student's shorter feeding tube with a bent tip (90 degree angle).

- Squeeze the clear drip chamber until it is 1/3 to 1/2 full.
- Compress the house shaped bellows of cassette to manually pump formula to end of entire tubing, allowing a small amount of the formula to drip into the empty formula can (expels air from the tubing).
- Use the white clamp toward the end of the extension tubing to clamp the tubing closed and prevent further dripping of formula.
- Insert the house-shaped cassette into the house-shaped opening on the pump until it clicks, indicating it is locked into position.
- Wrap the tip of the formula filled tubing in a clean diaper.
- Position the student near the extension pole so that you can easily reach the student's lower abdomen feeding port (termed button by family).
- Open the student's feeding port (button) by gently pulling the attached plug outward. Put the diaper over the student's lap.
- Insert the tip of the formula-filled bent tip extension tubing into the student's feeding port. This will open the internal valve.
- Use a small piece of skin tape across the tubing and plug, and tape it to the student's abdomen to hold it securely.
- Turn the pump's dial to "SET RATE." Set the flow rate at 120ml per hour, pushing the first and second buttons on pump mechanism to "1" and "2" respectively. "120 ml/hr" will show on screen, indicating the correct rate.
- Turn the machine's dial to "RUN." "RUN" will flash vertically on the machine to indicate it is running.
- If it is more appropriate for the student to be moved away from the extension pole during a feeding, push the lever at the rear of the pump away from the pole and slide the pump out.
- Remove the bag from the pole. The battery pack will be sufficient for school usage, and the pole will not need to go with student.
- When nearing the end of a feeding, the bag needs to be suspended from the pole so that you can carefully observe when to end the feeding.
- Clamp the tubing closed and turn the pump's dial to "HOLD."
- Remove the feeding tube's tip from student's feeding port button.
- Use a clean syringe to flush 5-10 cc of warm tap water into her feeding port button to clean the valve in the abdomen.

- ↳ Close the button by putting the plug in place.
- ↳ Cover the tip of the extension tube with a sterile gauze and put the entire mechanism out of the way where it will not be disturbed.
- ↳ Whenever you suspect the student has significant gas in her abdomen or air is observable in the tubing, follow these steps to expel the air.
- ↳ Clamp the feeding tube closed with the white clamp.
- ↳ Remove the bent tip, keeping it clean.
- ↳ Insert the straight white-tipped decompression tube into her abdomen feeding port.
- ↳ Have a diaper or gauze near the loose (distal) end of the decompression tube.
- ↳ Bubbles and a small amount of fluid will come out of the distal end of the compression tube.
- ↳ Keep the pump plugged in, allowing the battery pack to continually charge to be used in the event of a power outage.
- Clean-Up
 - ↳ Cleanse the feeding tube and decompression tube after each use by flushing with hot tap water. To avoid contamination do not allow the tubing to touch the sink. Blow out water with a clean syringe or drape over a rod to air dry.
 - ↳ Feeding bag/formula must be discarded after five to eight hours. Thus, the feeding bag needs to be thoroughly cleansed after eight hours. The manufacturer recommends replacement every 24 hours (per Roth Medical Supply).
 - ↳ Send the feeding bag home with the student for disposal.
 - ↳ Utilize water after each formula feeding to cleanse the inside of the bag and tubing.
 - ↳ The feeding tube and decompression tube should be replaced every two weeks if used at school only, and every week if the tubing goes back and forth to home and school (per Roth Medical Supply).
 - ↳ If the button is dislodged, the parent should be contacted immediately. The abdomen opening will shrink if a new button is not inserted in a very short period or if a catheter tube is not inserted to maintain the opening.



Goal 6 : Conduct an ecological inventory to determine natural supports available in the lunchroom.



6.1 Discussion: Ecological Inventories

Engage the participants in a discussion regarding the purpose of conducting ecological inventories in the lunchroom.

Distribute and review the **Ecological Inventories in the Lunchroom** handout (H10). Ecological inventories should address several points.

- Can the student get into the lunchroom independently?
- Do doors need to be opened for the student?
- Does the student need an adult to help him or her gain access or can it be a peer?
- Are the tables at the right height for a wheelchair?
- Does the student need a different seat because the current ones are immobile?
- Can the student access the trays, silverware, etc.?
- Can the student feed him or herself?
- Does the student need to avoid certain types of food textures?
- Does the student have any known allergies?
- Can the student make his or her own food choices?
- Does the student need help opening milk containers, etc.?
- Who will help the student in the case of an emergency (fire, fighting, etc.)?
- Does the student need extra time to eat?



6.2 Activity: Completing an Ecological Inventory

Paraeducators will participate in an activity that provides an opportunity to gain experience with conducting ecological inventories.



6.2.1 Steps

- Have the participants break into small groups.
- Instruct the groups to develop and record a case scenario for a student with special eating needs.
- When finished, have the groups exchange scenarios and conduct an ecological inventory using the **Ecological Inventories in the**

- **Lunchroom** handout (**H10**).
When finished, have the groups share their scenarios and inventories with the class.



Goal 7: Demonstrate instructional methods for teaching pro-social lunchroom behaviors.



7.1 Discussion: Rules, Behavior, and the Lunchroom

Lunchtime is a time for everyone to eat, relax, and enjoy the company of friends. Appropriate student conduct in the lunchroom depends on the type of support available. Behavior expectations should be clearly defined and consistently enforced. Rules for the lunchroom should be clearly posted. Distribute and review the **Typical Rules for the Lunchroom** handout (H11).

- All hallways are off-limits during lunchtime.
- Throwing food or other objects in the lunchroom is dangerous and will result in the loss of lunchroom privileges.
- Lunch trays and eating utensils must be returned to the dishwasher area.
- All sacks, wrappers, and milk cartons must be thrown in the trash.
- Clean up after yourself. Custodians and lunchroom supervisors are not personal cleaning servants.
- Remain seated until dismissed by the lunchroom supervisor.
- All food is to be eaten in the lunchroom.
- Only restrooms in the lunchroom may be used during lunchtime.

Engage the participants in a discussion regarding the rules for their lunchrooms, how they are communicated to the students, what the process was for establishing the rules, and how often are they reviewed.



7.2 Discussion: Teaching Behavior in the Lunchroom

Lunchroom supervisors need to model the desired behaviors and demonstrate positive assertiveness when relating to students. The lunchroom provides ongoing opportunities for teaching desired behaviors. Supervisors should keep in mind the diverse needs of the students, including those students with disabilities and multicultural issues.

Present and review the **Paraeducators Should...** transparency (T2). Discuss each point with the participants, asking for examples of things paraeducators can do for each. To be effective in teaching pro-social behaviors in the lunchroom, paraeducators should:

- Deal with discipline issues in the lunchroom.

- Promote learning and taking responsibility for one's behavior, not punishment.
- Nurture a sense of positive self-worth to promote healthy development.
- Respect the social and physical development of students.
- Be consistent and fair with all students.
- Model positive self-esteem.
- Possess a quiet assertiveness in the way they relate to students.
- Ensure that non-verbal cues are consistent with verbal cues.
- Promote a sense of "with-it-ness."
- Model the behaviors desired of students.



7.3 Lecture: Discipline in the Lunchroom

Reactions to lunchroom disruptions should be handled in the most efficient, least intrusive manner. When responding to a disruption in the lunchroom, it is important to not overreact and be able to ascertain the motivation for the disruption.

Present and review the **Motivations for Lunchroom Disruptions** handout and transparency (**H12/T3**). Have the participants provide examples specific to the lunchroom of the type disruption that can result from each motivation and of the given approach to handling it. Common motivations for lunchroom disruptions include:

- Attention Seeking
 - ↳ Usually the least serious.
 - ↳ Utilize constructive techniques for the student to gain attention.
- Avoidance of Failure
 - ↳ Can be very difficult to address.
 - ↳ Requires encouragement, persistence, and creating opportunities to maximize success and minimize competition in the lunchroom.
- Power Play
 - ↳ Should be avoided at all costs.
 - ↳ Both the supervisor and student will lose. Both parties risk their pride and the stakes can quickly escalate.
 - ↳ Choosing to not engage a student in a power play does not diminish the authority of the supervisor. In fact, it sends a strong message that an adult is in control of the situation.
 - ↳ Focusing strategies, fogging techniques, and humor can be used when confronted by a student engaging in a power play.
- Revenge

- ↳ The most dangerous and disruptive cause of misbehavior, and the most difficult to address.
- ↳ The student may have been embarrassed, verbally put down, or the target of sarcasm. For whatever reason, the supervisor is now the target.
- ↳ The safety of the supervisor, student, and other students should be the primary concern in a revenge situation.
- ↳ The student should be removed from the lunchroom as quickly as possible.
- ↳ If the student refuses to leave, the supervisor should get assistance from other adults in the school that are specifically responsible for helping in this type of situation.
- ↳ Once a problem is allowed to progress to the revenge stage, there is little that can be constructively done then and there. The strategies presented for the other motivators are intended to avoid reaching this stage. Paraeducators who are sensitive to the developmental needs of young adolescents and who promote positive self-esteem among their students, usually do not have to respond to a revenge disruption.



Note to Instructor: The following information was adapted from Discipline in the Junior High/Middle School, A Handbook for Teachers, Counselors, and Administrators, by William E. Stradley and Richard D. Aspinall.

Stealing food in the cafeteria, in most cases, is a problem presented by relatively few students. In some instances, the cause of the problem is minor; that is, a student has lost his lunch money, would rather save it, or simply forgot it. In other instances, stealing of food may be the result of a more serious problem related to inadequate family finances, parental pride preventing issuance of free lunch, money spent in other ways, shakedowns, or some other reason.

Before any action is taken in response to a student's stealing of food, it is important that the supervisor involved take the time to identify the specific reason for the child's thefts. Regardless of any follow-up actions that are deemed necessary, measures should be taken to stop the stealing immediately. Pending the identification of any need for implementation of remedial measures to resolve more serious underlying problems, previously established remedial practices can be implemented immediately, such as:

- Escorting the student to the lunchroom to buy his or her lunch and accompany the student to an isolated eating area.

- Requiring the student to bring a sack lunch and eat in the office.
- Requesting the parent observe the student's actions in the lunchroom.
- Demanding the student pay other students for food taken from their trays.
- Permitting the student to enter the lunchroom only after the other students have eaten.

These corrective measures are based on the premise that the offending student has shown that he or she cannot abide by the accepted rules of the lunchroom or respect the rights of others.



7.4 Discussion: Law of Least Intervention

Present and review the **The Law of Least Intervention** handout and transparency (H13/T4), engaging the participants in a discussion regarding each point and experiences the participants have had with them.



Note to Instructor: The material for this lecture was adapted from The Law of Least Intervention.

- Eye Contact: “The Look”
 - ↳ Make direct and prolonged eye contact with the student. The non-verbal message is, “I saw what happened. Don’t let it happen again.” Other students remain unaware of this contact as the paraeducator continues to supervise.
 - ↳ Should the this strategy prove ineffective, it may be necessary to try another.
- Physical Closeness
 - ↳ Allows the supervisor to continue scanning the lunchroom while moving toward the problem area, with the intention to stop the problem with their physical presence.
 - ↳ To effectively employ this strategy, it is necessary to have the lunchroom arranged in a way that allows immediate access to all students. Tethering oneself to one part of the lunchroom encourages off-task behavior from students in the corners. Getting physically close to off-task students also allows for the direct eye contact that may not have been possible earlier as “guilty” students may be reluctant to look at the supervisor.
- Touch and Gesture

- ↳ A hand on a student's shoulder can be a reminder to change inappropriate behavior. It may add to the sincerity of the eye contact and may communicate much more than words.
- ↳ Remember the need to retain positive feelings. The touch should be a gentle one, not the finger squeeze to the back of the neck that many of us may have experienced in our school days.
- ↳ Remember that some students find any kind of physical touch offensive and this may not always be the best strategy to use.
- ↳ For the out-of-seat student, simply pointing to his table may be a more positive reminder of appropriate behavior than wagging a finger and frowning.
- ↳ Simply shaking your head when a student makes actions toward an inappropriate behavior will be a more pleasant reminder than interrupting a group of students to tell one what he or she is supposed to be doing.
- Praising Desirable Behavior
 - ↳ Many of the strategies mentioned so far will be most effective when dealing with only one or two students. When the numbers increase, addressing the group as a whole may be necessary and does not need to be negative.
 - ↳ Consciously try to catch students making positive choices and displaying appropriate behavior.
 - ↳ "This table has done a great job on cleaning up their area," is a gentle reminder to be on task. "Thank you for raising your hand to be excused, Chico," may work on another student who is feeling guilty about his or her misbehavior.
 - ↳ Praising desirable behavior can backfire with older students if used inappropriately. Singling a student out for good behavior can cause other students to tease or make fun of the student. It's best to give the praise for appropriate behavior anonymously or privately.
- Grandma's Law
 - ↳ An activity that students enjoy (a game) is offered contingent upon students exhibiting appropriate behavior (eating quietly and cleaning up).
 - ↳ Grandmothers are considered clever in how they managed to get grandchildren finish their meals.
 - ↳ "As soon as you finish your potatoes, you may have a piece of your favorite chocolate cake!"
 - ↳ This strategy works well when a group of students is too noisy

or not cleaning up after themselves. “If you can eat quietly and clean up, we’ll have a game outside.”

- ↳ This strategy is likely to be more effective than making repeated requests.
- ↳ Make sure the planned activity occurs late enough in the lunch period to allow for food consumption, so as not to encourage students to eat quickly or to skip a meal in order to participate in the game.
- Humor
 - ↳ When all else fails, it may be necessary to remind the group of appropriate behavior.
 - ↳ Keeping a sense of humor in light of the situation may be better than sounding like an overpowering authority figure.

The ideas in the Law of Least Intervention aren’t new, but it’s the conscious and consistent use of them that makes the difference between a positive and negative climate. The effective supervisor will also recognize the difference between minor and more severe incidents. Eye contact won’t stop an aggressive fight between students. And, Grandma’s Law is worthless when there’s threat of physical or property damage. But using the Law of Least Intervention at the right time and place will result in fewer instances of severe disruptions in the lunchroom and create a pleasant place for both students and supervisors.



7.5 Activity: Teaching Pro-Social Behavior in the Lunchroom

Paraeducators will participate in an activity that provides an opportunity to apply the various strategies presented in this module.



7.5.1 Steps

- Have the participants break into four groups by counting off by four: all 1’s together, all 2’s together, all 3’s together, and all 4’s together.
- Distribute the **Lunchroom Scenario** handouts (H14/H15/H16/H17) as follows:
 - ↳ Group 1: **Lunchroom Scenario 1 (H14)**
 - ↳ Group 2: **Lunchroom Scenario 2 (H15)**
 - ↳ Group 3: **Lunchroom Scenario 3 (H16)**
 - ↳ Group 4: **Lunchroom Scenario 4 (H17)**
- Have the groups review their assigned scenario and develop a role-play for handling the situation that incorporates the strategies outlined in

this module and promotes pro-social lunchroom behaviors.

- When finished, have each group present their role-play to the class.
- After each group presents, discuss the points addressed by the role-play.



Goal 8: Show how to foster relationships among students in the lunchroom.



8.1 Discussion: Fostering Relationships

When things are quiet in the lunchroom and the students seem to be attending to eating lunch in an appropriate way, it is a good time to work on building positive relationships between yourself and the students you are supervising. Emphasize that paraeducators are an important factor in fostering resiliency in students, and in helping them to feel comfortable and happy at school. Students will be more pleasant and respond in positive ways to leadership when they have a personal relationship with the supervisor.

Engage the participants in a discussion regarding ways in which they foster relationships among the students in the lunchroom. Ask the participants to provide specific examples of techniques that they use to help build bonds between individual students or small groups of students. Possible examples include:

- Focus on two or three students each day to speak to directly.
- Have short conversations with students while they are waiting in line.
- Ask different students to be helpers.



8.2 Activity: The Students and I

Paraeducators will participate in an activity that provides an opportunity to reflect on their relationships with students.



8.2.1 Steps

- Distribute the **The Students and I** handout (**H18**).
- Have the participants complete the handout by reflecting on and writing about their relationships with students and the strategies they use to foster them.
- When finished, ask the participants to share their reflections.

Module B Handouts

Module B: Lunchroom Supervision

1. Identify the role of the paraeducator in lunchroom supervision.
2. Name lunchroom safety precautions and first aid specific to the lunchroom.
3. Explain rules and procedures to be followed in lunchroom emergencies.
4. Demonstrate a variety of signals for getting students' attention in the lunchroom.
5. Demonstrate eating procedures for students with special eating needs.
6. Conduct an ecological inventory to determine natural supports available in the lunchroom.
7. Demonstrate instructional methods for teaching pro-social lunchroom behaviors.
8. Show how to foster relationships among students in the lunchroom.

Allergic Reaction Procedures

An allergic reaction can be defined as an overreaction by the body to a substance that is normally harmless (e.g., seafood, penicillin, bee stings, nuts, etc.).

Signs and Symptoms:

- Flushed skin.
- Hives.
- Shock.
- Breathing difficulty, wheezing, or coughing.
- Lowered level of responsiveness.
- Swelling of face, eyes, tongue, or throat.
- Respiratory or cardiac arrest.
- Itching, burning sensation.
- Nausea, weakness.
- Dizziness, anxiety.
- Tightness, pain in chest.

Procedures for Allergic Reactions:

- Make a medical statement and assure the student you will care for him or her.
- Primary Assessment and Circle of Care.
 - ↳ Continue to monitor and protect the student's airway.
 - ↳ Make certain that the student continues to breathe.
 - ↳ Monitor the student's pulse at the neck for changes.
- If the student is responsive, perform an illness assessment.
 - ↳ Ask the student to describe how he or she feels.
 - ↳ Ask if this happened before.
- Check for a Medical Alert tag.
- Reassure the student that you will care for him or her.
- Check the student's pulse.
- Check respirations.
- Check skin temperature.
- Check tissue color.
- Reassure the patient and seek medical aid as indicated by the assessment. Abnormal signs or symptoms may indicate a problem and may require EMS.

Seizure Procedures

- Be calm and cool, yet assertive.
- Help the student that is having the seizure to the floor, in a position lying on his or her side.
- Immediately clear nearby furniture out of the student's reach.
- Do not try to restrain the student's flailing movements.
- Do not try to pry open or put anything in the student's mouth.
- Loosen any tight clothing around the student's neck.
- If you have not already done so, place the student on his or her side, allowing the saliva to drain.
- While doing the last two steps, explain to nearby students that:
 - ↳ This student is experiencing a seizure;
 - ↳ They should not be worried or afraid because the student is not hurt and will soon be okay; and
 - ↳ That the student will feel better if everyone goes back to work, rather than standing around watching.
- Wipe the student's face as he or she recovers and begins to reorient.
- Be reassuring.
- Provide a change of clothing if needed because of loss of bowel or bladder control. Be very matter-of-fact about the change.
- Stay with the student until he or she is oriented.
- The student will probably need to rest anywhere from several minutes to several hours.
- Encourage the student to return to class as soon as they are rested.
- In general, try to treat the seizure incident very matter-of-factly.

Hyperglycemia Procedures

- ***Characterized by high blood sugar, resulting in a diabetic coma.***
- ***Occurrence***
 - ↳ Occurs infrequently in children and adolescents under treatment.
- ***Symptoms***
 - ↳ Thirst.
 - ↳ Headache.
 - ↳ Nausea.
 - ↳ Vomiting.
 - ↳ Abdominal pain.
 - ↳ Dim vision.
 - ↳ Constipation.
 - ↳ Shortness of breath.
- ***Treatment***
 - ↳ For Mild Cases:
 - ⇒ Observe as needed.
 - ⇒ No immediate treatment.
 - ⇒ Notify parent if undiagnosed.
 - ↳ For Moderate Cases:
 - ⇒ Contact the student's parent and/or physician.
 - ⇒ Activate EMS as indicated.
- ***Onset***
 - ↳ Slow, over days.
- ***Causes***
 - ↳ Omission of insulin and food.
 - ↳ Other diseases.
 - ↳ Neglect of treatment.
- ***Signs***
 - ↳ Flushed face.
 - ↳ Rapid respirations, may lead to respiratory paralysis.
 - ↳ Dehydration.
 - ↳ Soft eyeballs.
 - ↳ Rapid pulse.
 - ↳ Acetone, fruity odor.
 - ↳ Breath.
 - ↳ Coma.
- ***Response to Treatment***
 - ↳ Slow.

Hypoglycemia Procedures

- **Characterized by low blood sugar, resulting in insulin shock.**
- **Occurrence**
 - ↳ More likely to occur in children and adolescents.
- **Onset**
 - ↳ *For Regular Insulin:*
 - ⇒ Sudden, within minutes.
 - ↳ *For NPH, Lente Insulin:*
 - ⇒ Gradual, over hours.
- **Causes**
 - ↳ *For Regular and NPH, Lente Insulin:*
 - ⇒ Overdose.
 - ⇒ Delayed or omitted meals.
 - ⇒ Excessive exercise without adequate food.
 - ⇒ Vomiting.
 - ⇒ Diarrhea.
 - ⇒ Infection.
 - ⇒ Illness.
- **Symptoms**
 - ↳ *For Regular Insulin:*
 - ⇒ Hunger.
 - ⇒ Weakness.
 - ⇒ Diaphoresis.
 - ⇒ Double or blurred vision.
 - ⇒ Paresthesia or tingling.
 - ⇒ Confusion.
 - ⇒ Stupor.
 - ⇒ Convulsions.
 - ↳ *For NPH, Lente Insulin:*
 - ⇒ Fatigue.
 - ⇒ Weakness.
 - ⇒ Diaphoresis.
 - ⇒ Headache.
 - ⇒ Dizziness.
 - ⇒ Nausea.
 - ⇒ Double or blurred vision.
 - ⇒ Paresthesia or tingling.
 - ⇒ Confusion.
 - ⇒ Stupor.
 - ⇒ Convulsions.

Hypoglycemia Procedures (continued)

■ **Signs**

- ↳ *For Regular and NPM, Lente Insulin:*
 - ⇒ Pallor.
 - ⇒ Shallow respirations.
 - ⇒ Diaphoresis.

■ **Treatment**

- | | |
|---|---|
| <ul style="list-style-type: none">↳ <i>For Mild to Moderate Cases, Both Regular and NPH, Lente Insulin:</i><ul style="list-style-type: none">⇒ Give sugar in some form.⇒ Contact the parent if student does not respond. | <ul style="list-style-type: none">↳ <i>For Severe Cases, Both Regular and NPH, Lente Insulin:</i><ul style="list-style-type: none">⇒ Activate EMS.⇒ Administer glucose preparation.⇒ Oral glucose under the tongue.⇒ Glucose by injection. |
|---|---|

■ **Response to Treatment**

- ↳ *For Regular Insulin:*
 - ⇒ Usually rapid.
- ↳ *For NPH, Lente Insulin:*
 - ⇒ Slow, possibly delayed.

Lunchroom Signals

- Count Down
 - ↳ Start counting down from ten loudly. When you reach one, there should be complete silence.
- Whistle
 - ↳ A loud whistle blow will indicate silence.
- Lights
 - ↳ Lights will be turned off and then on again.
- Volume
 - ↳ Have access to a bull horn to speak to students.
 - ↳ Have access to a microphone.
- Silent Techniques
 - ↳ Hold one hand up in the air or a finger over the lip.
-
-
-
-
-
-

Guidelines for Assisting Students with Special Eating Needs

- Use the correct texture of food (pureed, chopped, normal, etc.).
- The student should be positioned in the designated position.
 - ↳ A qualified therapist may need to be consulted.
- The student's head should be in midline and usually with slight flexion (forehead tipped forward slightly).
- The spoon is generally presented to the middle of the tongue.
- Waiting for lip closure is often needed.
- Neck flexion should be increased slightly forward if the student coughs or chokes.
- Remember, if the student is coughing, they are breathing. They may have aspirated fluid or food. Wait until the coughing has completely subsided and breathing has returned to normal before continuing.
- Know the Heimlich Maneuver and call 911 if needed.
- Use the proper equipment. Be careful of plastic, glass, etc. Be aware that students who have unusual muscle tone (as in cerebral palsy) may have a bite reflex that could result in plasticware being bitten off.
- Give the student choices and respect them.
- Remember to consider pace and difficulty of eating for the student.
- Give the student your full attention. Engage the student in conversation or in the conversation of those around him or her.
- Allow the student to choose where they would like to sit.

Eating Reflexes

Reflexes are automatic postures and movements caused by sensory input from the vestibular and somatosensory systems. They can affect all parts of the eating process.

Reflexes include:

- Rooting
 - ↳ When the cheek is touched near the corner of mouth, the lower lip drops and the head turns to suck a nipple.
- Gag Reflex
 - ↳ Choking type of reflex activated by stimulation of the mouth's palate.
 - ↳ Survival reflex present at birth and gradually lessens as a baby begins to eat different textured foods.
 - ↳ Begins with activation near the front of the mouth and gradually moves back on the soft palate during the first year.
- Bite Reflex
 - ↳ Clamping down of the teeth/gums on objects placed in the mouth.
 - ↳ Hyperactive and prolonged in many individuals with cerebral palsy and can interfere with feeding.
- Suckling
 - ↳ Immature type of sucking pattern present in the first months.
 - ↳ Prolonged in many individuals with cerebral palsy and evidenced by rhythmic tongue protrusion during oral food processing (tongue thrust).
- Moro
 - ↳ Startle reaction when child is tilted slightly backward from a sitting position.
 - ↳ Arms extend, fingers spread, and lower extremities flex.
 - ↳ Normally integrated during the first year, but often active in older children with cerebral palsy in a modified form as a startle.

Continuous-Feed Pump Procedure

■ *Position During Feeding*

- ↳ Student is fed in his or her bed through the night in a prone (flat) position. Any position comfortable for the student may be used for tube feeding at school.
- ↳ This is a procedure that must be delegated to only individuals trained by a nurse for each, individual student.

■ *Procedure*

- ↳ Position IV extension pole with pump attached nearby.
- ↳ Put on gloves and open formula can.
- ↳ Take cap off top of Enternal Nutritional Bag, and pour entire contents of formula can into the bag and twist the cap closed. Keep the empty can within reach and suspend the bag from the hook on the pump extension pole.
- ↳ Remove the cover from the long adapter tip attached to the feeding bag tube and connect the student's shorter feeding tube with a bent tip (90 degree angle).
- ↳ Squeeze the clear drip chamber until it is 1/3 to 1/2 full.
- ↳ Compress the house shaped bellows of cassette to manually pump formula to end of entire tubing, allowing a small amount of the formula to drip into the empty formula can (expels air from the tubing).
- ↳ Use the white clamp toward the end of the extension tubing to clamp the tubing closed and prevent further dripping of formula.
- ↳ Insert the house-shaped cassette into the house-shaped opening on the pump until it clicks, indicating it is locked into position.
- ↳ Wrap the tip of the formula filled tubing in a clean diaper.
- ↳ Position the student near the extension pole so that you can easily reach the student's lower abdomen feeding port (termed button by family).
- ↳ Open the student's feeding port (button) by gently pulling the attached plug outward. Put the diaper over the student's lap.
- ↳ Insert the tip of the formula-filled bent tip extension tubing into the student's feeding port. This will open the internal valve.
- ↳ Use a small piece of skin tape across the tubing and plug, and tape it to the student's abdomen to hold it securely.
- ↳ Turn the pump's dial to "SET RATE." Set the flow rate at 120ml per hour, pushing the first and second buttons on pump mechanism to "1" and "2" respectively. "120 ml/hr" will show on screen, indicating the correct rate.

Continuous-Feed Pump Procedure (continued)

- ➔ Turn the machine's dial to "RUN." "RUN" will flash vertically on the machine to indicate it is running.
- ➔ If it is more appropriate for the student to be moved away from the extension pole during a feeding, push the lever at the rear of the pump away from the pole and slide the pump out.
- ➔ Remove the bag from the pole. The battery pack will be sufficient for school usage, and the pole will not need to go with student.
- ➔ When nearing the end of a feeding, the bag needs to be suspended from the pole so that you can carefully observe when to end the feeding.
- ➔ Clamp the tubing closed and turn the pump's dial to "HOLD."
- ➔ Remove the feeding tube's tip from student's feeding port button.
- ➔ Use a clean syringe to flush 5-10 cc of warm tap water into her feeding port button to clean the valve in the abdomen.
- ➔ Close the button by putting the plug in place.
- ➔ Cover the tip of the extension tube with a sterile gauze and put the entire mechanism out of the way where it will not be disturbed.
- ➔ Whenever you suspect the student has significant gas in her abdomen or air is observable in the tubing, follow these steps to expel the air.
- ➔ Clamp the feeding tube closed with the white clamp.
- ➔ Remove the bent tip, keeping it clean.
- ➔ Insert the straight white-tipped decompression tube into her abdomen feeding port.
- ➔ Have a diaper or gauze near the loose (distal) end of the decompression tube.
- ➔ Bubbles and a small amount of fluid will come out of the distal end of the compression tube.
- ➔ Keep the pump plugged in, allowing the battery pack to continually charge to be used in the event of a power outage.

■ *Clean-Up*

- ➔ Cleanse the feeding tube and decompression tube after each use by flushing with hot tap water. To avoid contamination do not allow the tubing to touch the sink. Blow out water with a clean syringe or drape over a rod to air dry.
- ➔ Feeding bag/formula must be discarded after five to eight hours. Thus, the feeding bag needs to be thoroughly cleansed after eight hours. The manufacturer recommends replacement every 24 hours (per Roth Medical

Continuous-Feed Pump Procedure (continued)

- Supply).
- ↳ Send the feeding bag home with the student for disposal.
- ↳ Utilize water after each formula feeding to cleanse the inside of the bag and tubing.
- ↳ The feeding tube and decompression tube should be replaced every two weeks if used at school only, and every week if the tubing goes back and forth to home and school (per Roth Medical Supply).
- ↳ If the button is dislodged, the parent should be contacted immediately. The abdomen opening will shrink if a new button is not inserted in a very short period or if a catheter tube is not inserted to maintain the opening.

Ecological Inventories in the Lunchroom

- Can the student get into the lunchroom independently?
- Do doors need to be opened for the student?
- Does the student need an adult to help him or her gain access or can it be a peer?
- Are the tables at the right height for a wheelchair?
- Does the student need a different seat because the current ones are immobile?
- Can the student access the trays, silverware, etc.?
- Can the student feed him or herself?
- Does the student need to avoid certain types of food textures?
- Does the student have any known allergies?
- Can the student make his or her own food choices?
- Does the student need help opening milk containers, etc.?
- Who will help the student in the case of an emergency (fire, fighting, etc.)?
- Does the student need extra time to eat?

Typical Rules for the Lunchroom

- All hallways are off-limits during lunchtime.
- Throwing food or other objects in the lunchroom is dangerous and will result in the loss of lunchroom privileges.
- Lunch trays and eating utensils must be returned to the dishwasher area.
- All sacks, wrappers, and milk cartons must be thrown in the trash.
- Clean up after yourself. Custodians and lunchroom supervisors are not personal cleaning servants.
- Remain seated until dismissed by the lunchroom supervisor.
- All food is to be eaten in the lunchroom.
- Only restrooms in the lunchroom may be used during lunchtime.

Motivations for Lunchroom Disruptions

- Attention Seeking
 - ↳ Usually the least serious.
 - ↳ Utilize constructive techniques for the student to gain attention.
- Avoidance of Failure
 - ↳ Can be very difficult to address.
 - ↳ Requires encouragement, persistence, and creating opportunities to maximize success and minimize competition in the lunchroom.
- Power Play
 - ↳ Should be avoided at all costs.
 - ↳ Both the supervisor and student will lose. Both parties risk their pride and the stakes can quickly escalate.
 - ↳ Choosing to not engage a student in a power play does not diminish the authority of the supervisor. In fact, it sends a strong message that an adult is in control of the situation.
 - ↳ Focusing strategies, fogging techniques, and humor can be used when confronted by a student engaging in a power play.
- Revenge
 - ↳ The most dangerous and disruptive cause of misbehavior, and the most difficult to address.
 - ↳ The student may have been embarrassed, verbally put down, or the target of sarcasm. For whatever reason, the supervisor is now the target.
 - ↳ The safety of the supervisor, student, and other students should be the primary concern in a revenge situation.
 - ↳ The student should be removed from the lunchroom as quickly as possible.
 - ↳ If the student refuses to leave, the supervisor should get assistance from other adults in the school that are specifically responsible for helping in this type of situation.
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 - ↳ Make direct and prolonged eye contact with the student. The non-verbal message is, “I saw what happened. Don’t let it happen again.” Other students remain unaware of this contact as the paraeducator continues to supervise.
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 - ↳ Allows the supervisor to continue scanning the lunchroom while moving toward the problem area, with the intention to stop the problem with their physical presence.
 - ↳ To effectively employ this strategy, it is necessary to have the lunchroom arranged in a way that allows immediate access to all students. Tethering oneself to one part of the lunchroom encourages off-task behavior from students in the corners. Getting physically close to off-task students also allows for the direct eye contact that may not have been possible earlier as “guilty” students may be reluctant to look at the supervisor.
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The Law of Least Intervention (continued)

- Praising Desirable Behavior
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- Grandma’s Law
 - ↳ An activity that students enjoy (a game) is offered contingent upon students exhibiting appropriate behavior (eating quietly and cleaning up).
 - ↳ Grandmothers are considered clever in how they managed to get grandchildren finish their meals.
 - ↳ “As soon as you finish your potatoes, you may have a piece of your favorite chocolate cake!”
 - ↳ This strategy works well when a group of students is too noisy or not cleaning up after themselves. “If you can eat quietly and clean up, we’ll have a game outside.”
 - ↳ This strategy is likely to be more effective than making repeated requests.
 - ↳ Make sure the planned activity occurs late enough in the lunch period to allow for food consumption, so as not to encourage students to eat quickly or to skip a meal in order to participate in the game.
- Humor
 - ↳ When all else fails, it may be necessary to remind the group of appropriate behavior.
 - ↳ Keeping a sense of humor in light of the situation may be better than sounding like an overpowering authority figure.

Luchroom Scenario 1

You walk into the lunchroom for duty and, within three minutes, two students are yelling at each other and beginning to kick each other. They look very angry.

Luchroom Scenario 2

Several students at a table are too loud. You get them to quiet down but, after a few minutes, they're extremely noisy (yelling across the room, etc.).

Luchroom Scenario 3

While on lunchroom duty, you see a child from the special needs program sitting with several typical sixth-grade students. However, they're telling the student with special needs to go to another student and say rude things. The sixth-graders are setting the student up and encouraging him to act inappropriately.

Luchroom Scenario 4

You have a new student entering the lunchroom in an electric wheelchair he controls. He's bumping into other students and the students respond by saying, "Hey, watch out retard!"

The Students and I

Six things I do well with regards to facilitating relationships with students are...

1.

2.

3.

4.

5.

6.

Four ways students respond to me in a positive manner are...

1.

2.

3.

4.



Module B Transparencies

Module B: Lunchroom Supervision

StSuprB-T1



- ***Identify the role of the paraeducator in lunchroom supervision.***
- ***Name lunchroom safety precautions and first aid specific to the lunchroom.***
- ***Explain rules and procedures to be followed in lunchroom emergencies.***
- ***Demonstrate a variety of signals for getting students' attention in the lunchroom.***
- ***Demonstrate eating procedures for students with special eating needs.***
- ***Conduct an ecological inventory to determine natural supports available in the lunchroom.***
- ***Demonstrate instructional methods for teaching pro-social lunchroom behaviors.***
- ***Show how to foster relationships among students in the lunchroom.***

Paraeducators Should...

StSuprB-T2



- *Deal with discipline issues in the lunchroom.*
- *Promote learning and taking responsibility for one's behavior, not punishment.*
- *Nurture a sense of positive self-worth to promote healthy development.*
- *Respect the social and physical development of students.*
- *Be consistent and fair with all students.*
- *Model positive self-esteem.*
- *Possess a quiet assertiveness in the way they relate to students.*
- *Ensure that non-verbal cues are consistent with verbal cues.*
- *Promote a sense of “with-it-ness.”*
- *Model the behaviors desired of students.*

Motivations for Lunchroom Disruptions

StSuprB-T3



- *Attention Seeking*
- *Avoidance of Failure*
- *Power Play*
- *Revenge*

The Law of Least Intervention

StSuprB-T4



- *Eye Contact: “The Look”*
- *Physical Closeness*
- *Touch and Gesture*
- *Praising Desirable Behavior*
- *Grandma’s Law*
- *Humor*

Module C: Playground and Instructional Environment Supervision

Student Supervision Academy

Module C: Playground and Instructional Environment Supervision



A. Module Goals

Using the **Module C: Playground and Instructional Environment Supervision** handout and transparency (**H1/T1**), review the goals of the module.

1. Identify the role of the paraeducator in playground and instructional environment supervision.
2. Explain standard rules and instructional methods for typical playground games.
3. Explain safety precautions for children using playground equipment.
4. Explain rules and procedures to be followed in playground emergencies.
5. Demonstrate a variety of signals for getting students' attention on the playground.
6. Conduct an ecological inventory of natural supports available on the playground.
7. Demonstrate instructional methods for teaching pro-social playground skills.
8. Show how to foster relationships among students on the playground.
9. Recognize conflicts among students on the playground.
10. Explain how to mediate conflicts among students on the playground.
11. Demonstrate methods for resolving conflicts among students on the playground.
12. Explain how to initiate, maintain, and supervise peer mediation programs on the playground.
13. Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.



Goal 1: Identify the role of the paraeducator in playground and instructional environment supervision.



1.1 Discussion: Paraeducators as Supervisors on the Playground

Playgrounds are key settings in providing students with opportunities to learn. Physical boundaries, rules, and safety precautions often guide playground activities. As paraeducators, you will often be responsible for supervising playgrounds. It is important that students recognize the roles of authority figures in recreational settings, and as supervisors it is key to acquire and effectively use a variety of supervision strategies. The skills used to supervise playgrounds serve to increase positive social interactions among all students, and translate to other instructional environments.

Engage the participants in a discussion regarding ways in which they have used the playground as a teaching environment.



1.2 Activity: Playgrounds as Instructional Environments

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the opportunities to teach and learn on the playground.



1.2.1 Steps

- Have the paraeducators break into small groups.
- Distribute two sheets of chart paper to each group and have the groups title them “Learning Opportunities” and “Teaching Opportunities,” respectively.
- Instruct the groups to discuss and list learning and teaching opportunities that exist on the playground.
- When finished, have the groups share their lists with the class and hang them around the room.
- Refer to the lists as the module progresses, adding and modifying as new information is learned.



1.3 Lecture: Supervising Small Groups

Key in effectively supervising playgrounds and other instructional settings is the ability to lead small, integrated groups. Present and review the **Guidelines for**

Leading Small, Integrated Groups transparency (T2).

- Develop a lesson plan.
- Select appropriate settings and/or room arrangements.
- Establish guidelines for conduct.
- Arrange the setting and/or seating to promote interaction.
- Give clear, concise instructions.
- Select activities that promote cooperation.
- Equalize the interactions between the students.
- Modify object-oriented activities to be more people-oriented.
- Adapt activities to meet the individual needs of students.
- Keep activities student-centered.
- Structure activities to maintain the interest of the students.
- Establish consistency between sessions and remain flexible.



Goal 2: Explain standard rules and instructional methods for typical playground games.



2.1 Activity: Rules for Playground Games

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the rules for typical playground games.



2.1.2 Steps

- As a class, have the participants provide examples of typical playground games students engage in and record them on a blank transparency.



Note to Instructor: Determine in advance how many groups the class will be divided into for the next step and be sure to have an equal number of games on this list.

- Have the paraeducators break into the predetermined number of groups.
- Assign each group one of the playground games from the list.
- Have the groups discuss and record the rules for their particular game and how they first learned of them.
- When finished, have the groups share their lists with the class.



2.2 Assignment: Rules for Playground Games at Your Site

Distribute and review the instructions for the **Rules for Playground Games at Your Site** assignment (A1). Instruct the paraeducators to discuss with their P.E. teacher and record three typical playground games at their site and the rules of those games. They should be prepared to discuss the completed assignment at the next class meeting.



2.3 Discussion: Playground Games

Engage the participants in a discussion regarding various aspects of playground games, using the following as a guide for the discussion.

- Review and discuss with the participants the examples of how they first learned of the rules for the playground games they provided in 2.1

Activity: Rules for Playground Games.

- Ask the participants for additional sources for game rules.
- Ask the participants how often the rules of current playground games are reviewed in their particular school. Emphasize that rules for games need to be consistent.
- Ask the participants how often and in what way are new playground games introduced.
- Ask the participants to provide examples of sources for new playground games. Emphasize that new students are great resources for new playground games.
- Ask the participants to provide examples of supports necessary in various playground games to include students with special needs, including language needs.



Goal 3: Explain safety precautions for children using playground equipment.



3.1 Discussion: Safety on the Playground

Engage the participants in a discussion regarding safety precautions they currently implement on the playground. Ask for specific examples of precautions and how they are implemented.

Present and review the **Safety on the Playground** handout and transparency (H2/T3). The Consumer Safety Product Commission helped to establish a national safety standard for playgrounds.

- Safety should be a prime concern for all educational personnel and addressed by:
 - ↳ Alerting students and parents to playground safety concerns,
 - ↳ Posting signs to warn of dangers,
 - ↳ Closely supervising students, and
 - ↳ Attending to the physical condition of the playground and equipment, and alerting the appropriate personnel of any problems.
- Attention must be given to:
 - ↳ Surface Materials.
 - ⇒ These need to be placed under equipment to reduce injuries (wood mulch, gravel, sand, turf, etc.).
 - ⇒ Material needs to be increased under swings, slides, and bars which students may fall from.
 - ↳ Sharp Angles and Joints.
 - ⇒ These may catch parts of a student's clothing and cause strangulation, cuts, burns, or other harm to the student's body.
 - ⇒ Look for exposed metal, bolts, sharp edges, or faulty equipment and alert the appropriate personnel of any problems.



3.2 Lecture: Maintaining Safety Through Playground Equipment Inspection

The maintenance of playground equipment is extremely important in helping to prevent injuries from occurring. It is strongly recommended that all teachers and

paraeducators receive annual training on playground equipment, observation, and reporting procedures.

Maintenance records for playground equipment should include the following information:

- The equipment defect,
- Date,
- Date of correction, and
- Names of parties reporting and correcting the defect.

The school safety officer or other person responsible for checking the playground equipment should make careful inspections of all playground equipment and grounds at least once a month.



3.3 Lecture: Risk Management

There are three major factors which determine the quality of recreation environments.

- Safety (of the student),
- Security (of the student from harm or injury), and
- Liability (of the school from accidents).

These factors have brought about a reduction in some parts of recreational programs, and become even more of a concern when students with special needs are involved.

Present and review the **Risk Management** transparency (T4). Risk management is necessary to minimize the dangers involved in recreational programming. The objective of risk management on the playground is to prevent injury, harm, and accidents, not to eliminate risk. This is done by normalizing risks, taking the risks in order for growth to occur. Preventative measures must meet a given criterion of reasonableness or they will be met with protest.



Note to Instructor: Most school districts have a risk management department or written statements regarding risk management that help them determine procedures to handle incidents that result in questions regarding safety. Some districts may have policies that include a criteria for reasonable risk. Such statements have not been included in this module, but instructors may obtain them for the district they are teaching in to be used as supplemental information. It is important that paraeducators are made aware that such criteria exist and that school districts take the issues of safety and risk management seriously.

Present and review the **Playground Safety and Security** transparency (T5).

- Reporting Accidents
 - ↳ Plans for reporting and dealing with accidents should be in place for each of the following scenarios:
 - ⇒ Students injuring themselves,
 - ⇒ Students injuring or harming other students,
 - ⇒ Adults in charge injuring or harming students, and
 - ⇒ Outside forces affecting the safety and security of students.
- Incident Data
 - ↳ Data regarding accidents should be analyzed for prevention of future accidents.
- Environmental Control
 - ↳ Should be maximized for safety.
- Decentralized Play Stations
 - ↳ Should be established, if appropriate, for safer environments.
- Supervision
 - ↳ Supervision is key in maximizing safe play opportunities.
 - ↳ Beyond passively watching play, supervision activities should include:
 - ⇒ Promoting integrated play activities,
 - ⇒ Extending learning experiences, and
 - ⇒ Training students in appropriate playground behavior.
- Training
 - ↳ The goal is to provide a safe, yet challenging opportunity for recreation.
 - ↳ Training seminars for safety, behavior management, and play and integration concepts should be scheduled.
- Built-In Risk Taking
 - ↳ Emphasizing safe, yet challenging activities.
 - ↳ Provide assistance when appropriate.
- Programming for Spontaneous Play
 - ↳ Have materials available and be willing to modify and expand on previously learned lessons, encouraging creativity and growth.
- New Risk Management Models
 - ↳ It isn't possible to eliminate all hazards on a playground without defeating the purpose of recreation.
 - ↳ Plan for a balance between supervised and creative play.

Emphasize that communication between all individuals involved in playground recreation will result in better outcomes. Point out that the emphasis of risk management on the playground should be on providing a healthy and stimulating play environment, not just on reducing lawsuits and broken bones.



Goal 4: Explain rules and procedures to be followed in playground emergencies.



4.1 Discussion: Emergencies on the Playground

Playground supervision requires well-trained personnel equipped to handle a broad spectrum of emergencies. Ask the participants to provide examples of equipment they have available to them while supervising the playground (whistles, passes, etc.).

Ask the participants to name possible emergencies they may experience on the playground and record them on a blank transparency. Be sure the list includes the following:

- A fight between two or more people.
- A fight between two or more groups.
- A severe injury (i.e., broken bones).
- Injuries involving blood.
- Students running from the playground.
- Students smoking.
- Students in a prohibited area of the playground.
- Lightning.
- A rainstorm.
- A tornado.

Engage the participants in a discussion regarding each of the examples of playground emergencies generated and the equipment they currently have available to them when supervising the playground. Ask the participants if the equipment they currently have is adequate for handling these emergencies. Instruct the participants to seek emergency guidelines from their administrator for those situations in which they feel unprepared to handle.



4.2 Assignment: Fanny Pack

Distribute the **Fanny Pack** assignment (A2) and review the instructions. Participants should discuss with their administrator, teacher, and/or school nurse the items needed for effective emergency playground supervision and create a fanny pack with those essential items. The fanny pack should include at the minimum a whistle, gloves, wipes, passes, band aids, gloves, and cards for help. Participants should be prepared to share their results at the next training session.



Goal 5: Demonstrate a variety of signals for getting students' attention on the playground.



5.1 Discussion: Getting Students' Attention

Engage the participants in a discussion regarding getting the attention of students on the playground. Have the participants provide examples of guidelines they use to get and hold the attention of students on the playground, making sure that the list includes the following:

- Making statements like, "I need you to..."
- Moving closer to the student, maintaining a distance of at least three feet.
- Making eye contact.
- Only making requests twice. No nagging or multiple requests.
- Using a soft, firm voice to make requests.
- Allow the student time to respond, approximately three to five seconds, before making additional requests.
- Using more "start" requests than "stop" requests.
- Making non-emotional requests.
- Making descriptive requests.
- Using the basic materials you carry with you (i.e., whistle).



5.2 Activity: Gotcha!

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the various methods of getting the attention of students on the playground.



5.2.1 Steps

- Instruct each participant to make a list of six things students do on the playground that warrant the supervisor's attention.
- Have the participants break into pairs.
- Have the participants exchange lists with their partner.
- Instruct the participants to write two methods of getting the attention of the student(s) in each scenario.
- When finished, have the participants share their lists and methods with the class.



Goal 6: Conduct an ecological inventory of natural supports available on the playground.



6.1 Discussion: Natural Supports on the Playground

Engage the participants in discussion about specific natural supports available in their current playground setting for students with special needs.

Drawing on their own experience, have the participants to think of a student who has or has had problems on the playground. Ask the participants to share their student's difficulties or special needs and the natural supports that were available to them, and any natural supports they feel could have been available.



6.2 Lecture: Leisure and Individual Preference Assessments

When conducting an ecological inventory with a recreational purpose, keep in mind basic leisure and individual preference assessments and activity selection guidelines.

Present and review the **Leisure Assessment** transparency (T6). When conducting leisure assessments, information should be gathered for each of the following areas:

- Recreation Goals and Objectives
 - ↳ What does the team, including the student, feel they can do.
- Recreational Performance
 - ↳ Historical performance of activities.
- Leisure Awareness
 - ↳ Knowledge of activities available to them.
- Current Recreation and Competencies
 - ↳ What are they doing?
 - ↳ How well do they do it?
- Personal Resources
 - ↳ What can they afford to do?
 - ↳ What can't they afford to do?
- Social and Communicative Needs
 - ↳ Who do they do these things with?
 - ↳ How do they get along with others?
- Physical and Medical Needs
 - ↳ Are special devices or medications needed?

Research shows that many similarities exist between the leisure preferences of people with and without disabilities. In order to encourage choice-making, present a menu of recreation options to students from which an activity can be selected. Depending on the student's communication skills, the menu may be in the form of pictures of games or recreation activities attached to a board or may be presented as a question.

Present and review the **Guidelines for Activity Selection** transparency (T7). When selecting recreational activities for a student, three criteria should be considered.

- Normalization
 - ↳ Activities that are socially appropriate and facilitate recreation similar to the student's peers without disabilities.
- Individualization
 - ↳ Considers adaptability of an activity to meet an individual's current and changing needs.
- Environmental Aspects
 - ↳ Characteristics of recreational materials and activities, including availability, durability, safety, noise level, and space consumption.

When selecting activities for a student, it is essential to consider the age-appropriateness and functionality of the activity. The skills necessary to perform the activity should be:

- Of the same nature as those skills performed by students of the same age or grade level;
- Useful to the student in his or her environment;
- Frequently used during the student's daily routine; and
- Occur naturally in the student's home, school, and neighborhood.



6.3 Activity: Developing a Recreational Plan

Paraeducators will participate in an activity that provides an opportunity to develop a recreational plan utilizing what they have learned.



6.3.1 Steps

- Have the participants break into four groups by counting off by four: all 1's together, all 2's together, all 3's together, and all 4's together.
- Distribute the **Recreational Plan Scenario** handouts (H3/H4/H5/H6) as follows.
 - ↳ Group 1: **Recreational Plan Scenario: Angela (H3)**

- ↳ Group 2: **Recreational Plan Scenario: Bobby (H4)**
- ↳ Group 3: **Recreational Plan Scenario: Carrie (H5)**
- ↳ Group 4: **Recreational Plan Scenario: Dave (H6)**
- Instruct the groups to develop a recreational activity plan for their assigned student, making sure to address the issues of normalization, individualization, and environment.
- When finished, have the groups share the plan they developed with the class.



Goal 7: Demonstrate instructional methods for teaching pro-social playground skills.



7.1 Discussion: Structuring Environments, Materials, and Social Interactions

All students must be able to access opportunities for social interactions through recreational activities. Socialization and friendship skills develop as participation in leisure activities increases. Playgrounds need to be adapted as supports for encouraging the successful participation in both competitive and cooperative learning.

Engage the participants in a discussion regarding ways in which they foster relationships on the playground between all students.

Engage the participants in a discussion regarding ways in which inclusion promotes relationships among students. Ensure the discussion includes the following points:

- Inclusion is enhanced through opportunities for interpersonal interactions during recreational activities.
- Inclusion promotes social interaction.
- Inclusion helps a student's self-esteem.
- Inclusion fosters a sense of belonging.

Emphasize that recreation activities have traditionally been structured to promote individual achievement (competing against one's personal best) and competition (competing against other individuals or on a team). The current trend is to create cooperative learning arrangements to facilitate increased recreational participation for students with special needs, and focuses on participation and success. Research shows that this approach is successful in its goals. Engage the participants in a discussion regarding ways in which they structure activities to promote cooperation.



7.2 Activity: Adapting Recreational Environments and Materials

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of ways in which recreational environments and materials can be adapted to better facilitate relationships among students on the playground.



7.2.1 Steps

- Have the participants break into four groups by counting off by four: all 1's together, all 2's together, all 3's together, and all 4's together.

- Distribute the **Adaptations** handouts (**H7/H8/H9/H10**) as follows:
 - ↳ Group 1: **Adaptations of the Recreational Environment (H7)**
 - ↳ Group 2: **Adaptations of Recreational Materials (H8)**
 - ↳ Group 3: **Adaptations for Accessibility (H9)**
 - ↳ Group 4: **Adaptations for Students with Sensory Disabilities (H10)**
- Instruct the groups to review and discuss their assigned adaptation, and develop three additional adaptations for their category.
- When finished, have the participants form new groups with at least one member from each of the first groups.
- In the new groups, instruct the participants to review their original adaptation and additions.
- Have the new groups develop two additional adaptations as each adaptation category is reviewed.
- When finished, have the groups share the additions they made to each adaptation with the class.



Goal 8: Show how to foster relationships among students on the playground.



8.1 Discussion: Social Skills on the Playground

The playground is a prime area for channeling energy into positive, rewarding experiences. Students are generally motivated to engage in lively play and frequently demonstrate creative measures for accomplishing their fun. In their efforts to participate, emotional and physical boundaries are sometimes crossed and students are quick to use inappropriate responses that can lead to hurt feelings and/or disciplinary action.

Some students may experience an inability to enthusiastically participate in playground activities. Often these students lack the necessary social skills to become members of organized teams, participants of games, or simply connect with other students. These social skill deficits may be masked by behaviors that appear on the surface to be non-compliance or withdrawal.



8.2 Activity: So You Want to Play

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of strategies for promoting pro-social behaviors on the playground.



8.2.1 Steps

- Have the participants break into nine groups by counting off by nine: all 1's together, all 2's together, all 3's together, all 4's together, etc.
- Distribute the appropriate handouts (**H11/H12/H13/H14/H15/H16/H17/H18/H19**) as follows:
 - ➔ Group 1: **Joining In (H11)**
 - ➔ Group 2: **Playing a Game (H12)**
 - ➔ Group 3: **Responding to Teasing (H13)**
 - ➔ Group 4: **Avoiding Trouble (H14)**
 - ➔ Group 5: **Avoiding Fights (H15)**
 - ➔ Group 6: **Solving Problems (H16)**
 - ➔ Group 7: **Determining the Source of a Problem (H17)**
 - ➔ Group 8: **Making a Complaint (H18)**
 - ➔ Group 9: **Dealing with Being Left Out (H19)**

- Instruct the groups to review and discuss their handout.
- Have the groups develop a role-play scenario that incorporates the key points on their handout. The scenarios should include characters, setting, and circumstances.
- When finished, have each group teach the class the key points on their handout using the role-play scenarios they developed.
- Clarify points when necessary.



8.3 Discussion: Teaching Interaction

Present and review the **Teaching Interaction** transparency (T8).

- Expression of Affection
 - ↳ Greet the student, smile, make eye contact, touch if appropriate, etc.
- Initial Positive Statement
 - ↳ “Hey, partner, how are things?”
 - ↳ “Like your shoes...”
 - ↳ “Great haircut...”
- Describe Inappropriate Behavior
 - ↳ “Just now I saw you...”
- Describe Appropriate Behavior
 - ↳ “Instead I need you to...”
- Rationale for Appropriate Behavior
 - ↳ “The reason I need you to ... is because...”
- Request Acknowledgment
 - ↳ “Do you understand what I’m saying?”
- Have the Student Practice
 - ↳ “Now let’s see you do it the new way.”
- Provide Feedback
 - ↳ “Good job. You understand what I need from you.”
- General Praise Statement
 - ↳ “See you in the movies, Starman.”

Engage the participant in a discussion regarding their experiences with using these strategies.



Note to Instructor: The information in this lecture was adapted from Shooting From the Hip: Social Skills Lessons in 3 Minutes or Less by Dr. William Jenson from the Department of Educational Psychology at the University of Utah.



Goal 9: Recognize conflicts among students on the playground.



9.1 Discussion: Conflict in Our Lives

Everyone experiences conflict in their daily lives. How to approach and solve conflicts may entail making decisions that are challenging. Engage participants in a discussion about typical conflicts in their daily routines, including at home, work, and within their social circles. Discuss with the participants the conflicts in your life, how you recognize the conflict, and how you deal with the conflicts.



9.2 Discussion: Conflict on the Playground

Point out that for students, playgrounds are a common area for conflict. Some typical problems that arise are:

- Arguments over equipment use,
- Fighting,
- Tough chasing,
- Name calling,
- Not taking turns in games, and
- Being left out of activities.

Ask the participants to provide additional examples of conflict on the playground.

Engage the participants in a discussion about how they recognize conflict among students on the playground. Ask the participants to provide examples of what they do to be proactive in minimizing conflict.



9.3 Activity: Conflict Survey

Paraeducators will participate in an activity that provides an opportunity to determine their personal style for responding to conflict.



9.3.1 Steps

- Distribute the **How Do You Respond to Conflict** handout (H20).
- Instruct the participants to complete the survey by circling the score that most accurately describes the likelihood that they would respond to classroom conflict in the given manner, with one being rarely, two

being occasionally, and three being almost always.

- Instruct the participants to transfer their scores to the appropriate column at the bottom of the handout and total the scores for each column, identifying which column they scored highest in.
- When finished, have the participants form groups according to the column they scored highest in, all I's together, all II's together, all III's together, all IV's together, and all V's together.
- Have the groups discuss what they think their style for responding to conflict is and record their thoughts on chart paper.
- When finished, have each group share with the class what they think their style for responding to conflict is.
- As groups are presenting, have the participants think about their second highest score (their secondary style) and the similarities between it and their first highest score (their primary style).



9.3.2 Discussion: Styles for Responding to Conflict

Present and review the **Styles for Responding to Conflict** handout and transparency (**H21/T9**), asking for a show of hands indicating how many people identified with each style. Emphasize that at one time or another, each of these styles is appropriate.

- Style I: The No-Nonsense Approach
 - ↳ I don't give in. I try to be fair and honest with the kids, but they need firm guidance in learning what is acceptable behavior and what isn't.
- Style II: The Problem-Solving Approach
 - ↳ If there's a conflict, there's a problem. Instead of battling the kids, I try to set up a situation in which we can all solve the problem together. This produces creative ideas and stronger relationships.
- Style III: The Compromising Approach
 - ↳ I listen to the kids and help them listen to each other. Then I help them give a little. We can't all have everything we want. Half a loaf is better than none.
- Style IV: The Smoothing Approach
 - ↳ I like things to stay calm and peaceful whenever possible. Most of the kids' conflicts are relatively unimportant, so I just direct attention to other things.
- Style V: The Ignoring Approach
 - ↳ I point out the limits and let the kids work things out for themselves. It's good for them, and they need to learn

the consequences of their behavior. There's not a whole lot you can do about conflict situations anyway.

Ask the participants to provide examples of situations in which it would be appropriate to use each of the styles. Point out that by recognizing how we respond to conflict and understanding other approaches, including how and when to use them, we can increase the variety of methods we use to handle conflicts. It is important to not resort to the same old way each and every time, which further helps to better our understanding of how and when to apply the various styles most effectively.



Goal 10: Explain how to mediate conflicts among students on the playground.



10.1 Lecture: Conflict Mediation and Management

Conflict is a disagreement between two or more people or groups. Conflict is not inherently good or bad, it is merely a fact of life. Conflict can be managed in productive or destructive ways. Skillfully managed conflict can result in higher achievement, greater creativity, and deeper, richer relationships. Conflict not openly expressed and constructively resolved will be expressed indirectly at a great cost. Ignoring conflict does not make it go away.

Playground supervisors who become effective conflict mediators develop skills that include an awareness of their own style of approaching conflict resolution along with the ability to teach mediation skills to students. Conflict management involves obtaining a commitment to mediation from the parties involved, allowing both sides to be heard, clarifying each party's needs, and reaching an acceptable agreement. The playground is a prime learning environment for teaching pro-social skills that will last a lifetime.

Present and review the **Escalating and De-Escalating Conflict** transparency (T10).

- A conflict will escalate if:
 - ↳ There is an increase in exposed emotion (anger, frustration).
 - ↳ There is an increase in perceived threat.
 - ↳ More people get involved, taking sides.
 - ↳ The students were not friends prior to the conflict.
 - ↳ The students have few peacemaking skills at their disposal.
- A conflict will de-escalate if:
 - ↳ Attention is focused on the problem, not on the participants.
 - ↳ There is a decrease in exposed emotion and perceived threat.
 - ↳ The conflict remains between only the original parties.
 - ↳ The students were friends prior to the conflict.
 - ↳ The students have good peacemaking skills or someone to help.



10.2 Discussion: Conflict Mediation for Students and Supervisors

Distribute and review the **Conflict Mediation for Supervisors** handout (H22). The goal of conflict mediation for supervisors is to shift:

From:

- Perceiving conflict as interruption...
- Lecturing and fixing problems...
- Responding to tattling...
- Focusing on what's wrong...
- Demanding apologies...
- Focusing on the past...
- Punishment...

To:

- Perceiving conflict as learning.
- Guiding toward solutions.
- Teaching how to ask for help.
- Focusing on problem solving.
- Working it out.
- Focusing on the future.
- Consequences.

Have the participants think about their style of approaching conflict. Using the following questions, engage the class in a discussion regarding how the various approaches to conflict achieve the desired outcomes of conflict mediation.

- How do the listed supervisor's changes fit with their style?
- Which do they currently use?
- Are there some they might need to practice?
- How are mediation skills taught to students?

Distribute and review the **Conflict Mediation for Students** handout (H23). The goal of conflict mediation for students is to shift:

From:

- Retaliating...
- Wanting retribution...
- Tattling...
- Being angry...
- Having an adult solve the problem...
- Finding fault...
- Punishment...
- Feeling mistakes are bad...

To:

- Thinking.
- Having needs met.
- Talking it out.
- Being heard.
- Taking responsibility for working it out.
- Finding solutions.
- Learning.
- Recognizing that mistakes are human.



10.3 Lecture: Four Steps to Conflict Management

Present and review the **Four Steps to Conflict Management** handout and transparency (H24/T11). There are four steps to conflict management.

- Getting Commitment to Mediation
 - ➔ Establish Ground Rules
 - ➔ "Will you agree to..."

- ⇒ Try to solve the problem,
 - ⇒ No put-downs,
 - ⇒ Not to interrupt, and
 - ⇒ To tell the truth?"
- Hearing from Each Side
 - ↳ Ask questions.
 - ⇒ "Can you tell me what happened?"
 - ⇒ "How do you feel about that?"
 - ↳ Listening for facts and feelings.
 - ↳ Listen for what each side needs to solve the problem.
 - ↳ Restate the problem in neutral terms.
- Clarifying Needs and Goals
 - ↳ Ask questions and restate needs and goals.
 - ⇒ "What are your needs?"
 - ⇒ "So you would really like to have (feel like)..."
 - ↳ Listen for what each side really needs.
 - ↳ Probe for underlying and unspoken needs.
- Reaching an Agreement
 - ↳ Ask questions that challenge the parties.
 - ⇒ "How do you think both of your needs could be met?"
 - ⇒ "What ideas do you have to solve this problem?"
 - ↳ Brainstorm options. Let the parties take the initiative.
 - ↳ Evaluate the options, identifying those that satisfy the needs and goals of each party.
 - ↳ Determine if future meetings will be needed.



Note to Instructor: The information for this lecture was adapted from the Colorado School Mediation Project, 1990.



10.4 Activity: Further Understanding Conflict Management

Paraeducators will participate in an activity that provides and opportunity to better understand the steps of conflict management.



10.4.1 Steps

- Have the participants break into groups by counting off by three: all 1's together, all 2's together, all 3's together.
- Distribute the **Conflict Management Scenario** handouts (**H25/H26/H27**) as follows:

- ↳ Group 1: **Conflict Management Scenario 1 (H25)**
- ↳ Group 2: **Conflict Management Scenario 2 (H26)**
- ↳ Group 3: **Conflict Management Scenario 3 (H27)**
- Instruct the groups to role play using their assigned scenario, implementing the steps of conflict management.
- When finished, have each group present their role play scenario.



10.5 Discussion: “I”-Messages and Conflict Management

Imagine the students in the previous activity getting defensive and either escalating the situation or accepting it as a weak victim. Adults and kids alike have successfully learned to defend themselves when threatened by “you”-messages which attack their character and self-image.

- “You are always hogging the ball.”
- “You always call me names. You’re stupid, too.”
- “You can’t cut in line.”

Unfortunately, we often protect ourselves from “you”-messages by either fight or flight, we attack or withdraw. Our self-esteem is damaged and we may live with it or save it up and seek revenge later on. Most often, we can’t separate the person from the problem and end up attacking both, escalating the conflict or allowing it to fester.

Present and review the **“I”-Messages handout (H28)**. “I”-messages are perhaps one of the most effective communication tools in conflict management and in being genuine with one another about our feelings and needs. “I”-messages are communications that:

- State the speaker’s feelings in a non-threatening or non-accusatory manner.
- Clearly identify the speaker’s feelings, interests, and needs to resolve the conflict without placing blame on others.
- Allow for effective communication by phrasing things in a neutral objective manner so that the listener need not be put on the defensive, as they are not being blamed for anything.
- Permit people to like the person even though they may not like the behavior the person is currently engaged in.
- Organize one’s feelings. “I feel...when...because...”
 - ↳ “I feel frustrated when you have the ball all the time because I don’t get a chance to play.”
 - ↳ “I feel sad and angry when I am called names because it makes me think that no one like me.”
 - ↳ “I feel angry when you cut in line because we all waited our turn and

it's not fair.”

At first, using and teaching “I”-messages may seem awkward and contrived. Indeed, we are accustomed to talking about our feelings and needs so indirectly that communicating them directly will seem strange at first. In overcoming this awkwardness, it often helps to:

- Constantly practice and model using “I”-messages. This helps the use of “I”-messages become more natural and commonplace.
- Simplify “I”-messages. Using and teaching informal “I”-messages that don’t follow a rigid model helps students get the gist of them rather than having them remember a formula.

“I”-messages can be taught as early as kindergarten, but must be simplified in “I feel” terms. As students get older, more specifics can be added. They can begin to learn how to separate facts from feelings and better understand actions and consequences, as allowed by their developmental capabilities.

Engage the participants in a discussion regarding “I”-messages. Ask for examples of instances and methods paraeducators use teach students to use “I”-messages.

Present the **“I”-Message Scenarios** handout (H29). Engage the participants in a discussion regarding the rewritten scenarios from **10.4 Activity: Further Understanding Conflict Management**. Ask participants to point out and discuss how the new scenarios demonstrate the use of “I”-messages.



10.6 Discussion: Active Listening

Present and review the **Active Listening Rules** transparency (T12). There are five rules for active listening:

- Focus all of your attention on what the student is saying.
- Restate the student’s most important thoughts, feelings, and concerns.
- Don’t interrupt, correct mistakes, give advice, or tell your own story.
- Give the student time to speak. Don’t immediately fill the space.
- Use non-verbal gestures to show support.

Present and review the **Active Listening Styles** transparency (T13). There are three active listening styles:

- The Encouraging Style
 - ➔ Use neutral words to help another person say more about the

situation and how they feel.

- The Restating Style
 - ↳ Restate in your own words what you thought you heard the student say, including their feelings.
 - ↳ May include summarizing what the student said.
- The Clarifying Style
 - ↳ Probes for more information by asking questions, etc.

Engage the participants in a discussion regarding how active listening helps to solve conflicts. Ask the participants to share how they perceive their skill level for the active listening rules. Ask the participants to provide examples of situations in which they might employ each of the active listening styles.



Note to Instructor: The information for this discussion was adapted from the Colorado School Mediation Project 1990.



10.7 Activity: Practicing Active Listening

Paraeducators will participate in an activity that provides an opportunity to practice using what they have learned regarding active listening.



10.7.1 Steps

- Have the participants break into pairs.
- Distribute the **Active Listening Scenarios** handout (H30).
- Have the pairs take turns role-playing the scenarios, applying what they have learned regarding both active listening rules and active listening styles.



Goal 11: Demonstrate methods for resolving conflicts among students on the playground.



11.1 Lecture: Conflict Resolution Styles

Social scientists who study conflict have identified five approaches that people use to solve real-life problems. While some rely heavily on one method, other people carefully pick and choose their method to fit a given situation. The belief of the latter group is that it is important to approach a football game differently than an international disagreement over nuclear arms.

Present and review the **Conflict Resolution Styles** handout and transparency (**H31/T14**).

- The Aggression Style
 - ↳ Resorts to using force to get one's way.
 - ↳ Might dominate another person physically (by pushing or shoving) or verbally (by calling names and using put-downs) to get one's way.
 - ↳ Doesn't care much about the other person's rights, needs, or feelings.
 - ↳ Someone wins and someone loses.
- The Avoidance Style
 - ↳ Tries to solve the problem by avoiding the conflict.
 - ↳ Is aware that there is a conflict, but is afraid to deal with it openly or directly because it might end up hurting the friendship or get one into trouble.
- The Accommodation Style
 - ↳ Plays the "nice guy" and gives in so that the friendship isn't ruined because of a conflict.
 - ↳ Smooths over a disagreement and one's own needs, but sometimes later feels resentful because they gave in too easily.
- The Compromise Style
 - ↳ Each side gives a little.
 - ↳ Each side wins a little and loses a little.
- The Problem-Solving Style
 - ↳ Each side talks about the problem without blaming or insulting each other.
 - ↳ Considers the feelings and needs of the other party and tries to settle on a solution that makes both parties happy.



11.2 Activity: Further Understanding Conflict Resolution

Paraeducators will participate in an activity that provides an opportunity to further explore and better understand conflict resolution.



11.2.1 Steps

- Have participants break into small groups.
- Have the groups think about, discuss, and record situations in which each conflict resolution style could be applied in their personal lives.
- Have the groups discuss and record alternative approaches to the previously generated situations.
- When finished, have the groups share and discuss their examples with the class.
- Have the groups discuss and record examples of each conflict resolution style as used by elementary, middle, and high school students.
- When finished, have the groups share and discuss their examples with the class.



Goal 12: Explain how to initiate, maintain, and supervise peer mediation programs on the playground.



12.1 Lecture: Peer Conflict Mediation and Resolution

Student conflict in schools is not new. Time taken away from instruction due to disruptive behaviors and interpersonal conflicts interrupts the flow of learning. There are many methods for dealing with school conflict. One system which has shown remarkable success is that of peer conflict mediation and resolution. This method involves students taking on the role of mediator in attempting to resolve conflicts between or among peers. The objectives of peer mediation include enabling students to work better with one another despite their differences, avoiding punitive offenses such as suspensions, and giving students the skills to work together through the use of compromise.

Moving away from traditional methods of reacting to conflict such as immediate suspensions for fighting, peer conflict mediation focuses on mutually agreeable solutions instead of direct punishment. The success of the program is attributed to the feeling that student resolution make a difference.

Interest and commitment are necessary to initiate a school mediation program. Determining which types of conflict occur most often and if student mediation would be appropriate for resolution are the next steps.

Student mediators participate in training that emphasizes communication and questioning techniques, understanding conflict management, and role playing the mediation process. Mediators must always remain neutral to the situation at hand.



12.2 Lecture: Guidelines for Peer Conflict Mediators

Present and review how to use the **Conflict Mediator's Schedule** handout and transparency (**H32/T15**). Point out that the duties of peer conflict mediators need to be scheduled. Emphasize that if a scheduled peer conflict mediator is unavailable, an alternate peer mediator should be scheduled.

Present and review the **Standards for Conflict Mediators** handout (**H33**). Point out that peer conflict mediators should:

- Know their schedule.
- Be on time for duty.

- Fill out the Peer Conflict Mediator's Report form completely.
- Be courteous at all times.
- Cooperatively work with their partner.
- When absent, assume the responsibility of finding a substitute and notify their partner.
- Cover their assigned areas. Constant movement is necessary to see potential problems.
- See the playground supervisor immediately if problems arise while on duty.
- Immediately notify the teacher on duty if a problem cannot be resolved.
- Turn in completed Peer Conflict Mediator's Report forms to the office after the problem has been resolved.
- At all times, be exemplary in their conduct, attitude, and style.

Present and review how to use the **Peer Conflict Mediator's Report Form** handout and transparency (H34/T16).

Present and review how to use the **Peer Conflict Mediator's Conflict Resolution Form** handout and transparency (H35/T17).



12.3 Discussion: Peer Conflict Mediation Programs

Engage the participants in a discussion regarding peer conflict mediation programs, using the following as a guide for the discussion.

- Ask those participants familiar with peer conflict mediation programs to share their experiences with the class.
- Have the participants share and discuss ideas regarding how paraeducators might initiate a playground peer conflict mediation program.
- For those paraeducators who do not currently have peer conflict mediation programs in their school, discuss ideas about how they could start one, including identifying individuals in their school that they could talk to and possibly get help from.
- Once students have been through peer conflict mediation training, how would they as paraeducators maintain and supervise the peer conflict mediation program?



12.4 Activity: Peer Conflict Mediators

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of peer conflict mediators on the playground.



12.4.1 Steps

- Have the participants break into groups of four by counting off by four, with each group containing a 1, a 2, a 3, and a 4.
- Assign each member of the groups the following roles and distribute the **Conflict Mediation on the Playground Scenario** handouts (H36/H37) as follows:
 - ↳ Group Member 1 and 2: **Conflict Mediation on the Playground Scenario: Paraeducator and Peer Conflict Mediator (H36)**
 - ↳ Group Member 3 and 4: **Conflict Mediation on the Playground Scenario: Disputants (H37)**
- Instruct the groups to role-play the scenario.



12.4.2 Lecture: Rules for Negotiating

Present and review the **Rules for Negotiating** transparency (T18).

- Agree to solve the problem.
- No name calling or put downs.
- Listen to the other person carefully.
- Express your feelings and needs.
- Look for a solution that is best for all parties concerned.

Present and review the **Helping the Other Person Talk** handout and transparency (H38/T19).

- Encouraging Statements
 - ↳ Convey interest.
 - ↳ Encourage the other person to keep talking.
 - ↳ Don't agree or disagree.
 - ↳ Use neutral words.
 - ↳ Use varying voice intonations.
 - ↳ "Can you tell me more..."
- Clarifying Statements
 - ↳ Help clarify what has been said.
 - ↳ Get more information.
 - ↳ Help the speaker see the other person's point of view.
 - ↳ Ask questions.

- ↳ Restate wrong interpretations to force the speaker to explain further.
- ↳ “When did this happen?”
- Restating Statements
 - ↳ Show you’re listening and understand.
 - ↳ Confirm you understand and are interpreting correctly.
 - ↳ Restate basic ideas and facts.
 - ↳ “You’d like your parents to trust you more, right?”
- Reflecting Statements
 - ↳ Show that you understand how the person feels.
 - ↳ Help the person evaluate his or her own feelings after hearing them expressed by someone else.
 - ↳ Reflect the speaker’s basic feelings.
 - ↳ “You seem very upset.”
- Summarizing Statements
 - ↳ Review progress.
 - ↳ Pull together the important ideas, facts, and feelings.
 - ↳ Establish a basis for further discussion.
 - ↳ “These seem to be the ideas you have expressed...”
- Validating Statements
 - ↳ Acknowledge the worthiness of the other person.
 - ↳ Acknowledge the value of the issues and feelings.
 - ↳ “I appreciate your willingness to resolve this.”
- Assign each group another group’s role-play to analyze, ensuring that each group is being analyzed only once.
- Have the groups complete the **Peer Conflict Mediator’s Report Form (H34)** and the **Peer Conflict Mediator’s Conflict Resolution Form (H35)**, distributed in **12.2 Lecture: Guidelines for Peer Conflict Mediators**. The groups should address the following:
 - ↳ Did the peer conflict mediators use the rules for negotiating?
 - ↳ Did the peer conflict mediators use statements that helped the other person talk?
- When finished, have the groups share their observations with the class.



12.5 Discussion: Accountability of Peer Conflict Mediators

Present and review the **Peer Conflict Mediator’s Pledge** handout and transparency (H39/T20).

- I pledge to:

- ↳ Behave in a professional manner.
- ↳ Be fair and honest.
- ↳ Keep disputant's information confidential.
- ↳ Fill out the mediator's form as accurately as possible.
- ↳ Return to class immediately after scheduled mediation sessions.
- ↳ Make up the work I missed in class.

Engage the participants in a discussion regarding the paper accountability for a peer conflict mediation program, using the following questions as a guide.

- Who keeps the records?
- Where are the records kept?
- Who has access to the records?
- How long are the records kept?
- Do the records impact any other disciplinary actions in the building?



12.6 Discussion: When Peer Conflict Mediation Fails

Unfortunately, not all conflicts can be settled through peer conflict mediation. In such instances, peer conflict mediators must be able to summon help. An emergency card makes it possible to immediately access assistance from an adult. Present the **Red Card: This is an Emergency** handout and transparency (**H40/T21**). Emphasize that the card should be readily available to peer conflict mediators at all times. Engage the participants in a discussion regarding how to ensure this emergency system can be implemented effectively.



12.7 Activity: Conflict Mediation Skills

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of their personal conflict mediation skills.



12.7.1 Steps

- Distribute and review the **My Conflict Mediation Skills** handout (**H41**). The form is typically given to peer conflict mediators as a tool in identifying their conflict mediation skills and areas for growth.
- Have the participants complete the handout, reflecting on their own personal conflict mediation skills and areas for growth.
- When finished, ask the participants to share their responses.



Goal 13: Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.



13.1 Discussion: Applying Playground Supervision to Other Instructional Settings

Students need structure for several reasons.

- Sense of safety.
- Control issues.
- Structure makes students feel cared about.
- Structure helps develop social skills.

Utilizing the same supervision techniques from the playground in other instructional settings provides vital consistency. It is important that students receive consistent consequences for both negative and positive choices. Students will watch how you deal with other students. If you consistently follow through, observing students will not need to test your limits. It is easier to be firm in the beginning and ease up as the year progresses, than to let things slide and try to regain control later. It is important to consistently hold all students accountable for their behavior and actions, regardless of ability.

Present and review the **Supervision Strategies** transparency (T22). When approaching supervision in any instructional setting, keep in mind the following points:

- Say it, mean it, do it!
- Never argue with a student.
- Allow students the time to process information and make a good decision.
- At all costs, avoid power struggles. There is no guarantee that you will win (usually, you won't).
- There is a difference between insubordination and escalation. Insubordination is an automatic refusal to a request.

Engage the participants in a discussion regarding ways in which the principles of playground supervision can be applied in other instructional settings. Ask the participants to provide specific examples of techniques they have used and the situations in which they have used them.



13.2 Activity: Supervision Skills

Paraeducators will participate in an activity that provides an opportunity to reflect on their supervision skills, areas for growth, and how to adapt their skills to other settings.



13.2.1 Steps

- Distribute the **My Supervision Skills** handout (H42).
- Have the participants complete the handout, reflecting on their supervision skills.
- When finished, ask the participants to share their responses with the class.

Module C Handouts

Module C: Playground and Instructional Environment Supervision

1. Identify the role of the paraeducator in playground and instructional environment supervision.
2. Explain standard rules and instructional methods for typical playground games.
3. Explain safety precautions for children using playground equipment.
4. Explain rules and procedures to be followed in playground emergencies.
5. Demonstrate a variety of signals for getting students' attention on the playground.
6. Conduct an ecological inventory of natural supports available on the playground.
7. Demonstrate instructional methods for teaching pro-social playground skills.
8. Show how to foster relationships among students on the playground.
9. Recognize conflicts among students on the playground.
10. Explain how to mediate conflicts among students on the playground.
11. Demonstrate methods for resolving conflicts among students on the playground.
12. Explain how to initiate, maintain, and supervise peer mediation programs on the playground.
13. Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.

Safety on the Playground

The Consumer Safety Product Commission helped to establish a national safety standard for playgrounds.

- Safety should be a prime concern for all educational personnel and addressed by:
 - ↳ Alerting students and parents to playground safety concerns,
 - ↳ Posting signs to warn of dangers,
 - ↳ Closely supervising students, and
 - ↳ Attending to the physical condition of the playground and equipment, and alerting the appropriate personnel of any problems.
- Attention must be given to:
 - ↳ Surface Materials
 - ⇒ These need to be placed under equipment to reduce injuries (wood mulch, gravel, sand, turf, etc.).
 - ⇒ Material needs to be increased under swings, slides, and bars which students may fall from.
 - ↳ Sharp Angles and Joints
 - ⇒ These may catch parts of a student's clothing and cause strangulation, cuts, burns, or other harm to the student's body.
 - ⇒ Look for exposed metal, bolts, sharp edges, or faulty equipment and alert the appropriate personnel of any problems.

Recreational Plan Scenarion: *Angela*

Student Name: Angela

Grade Level: 4

Interests: Music.

Disability: Blindness.

Recreational Plan:

Nomalization Component:

Individualization Component:

Environment Component:

Recreational Plan Scenarion: *Bobby*

Student Name: Bobby

Grade Level: 2

Interests: Sports, particularly swimming.

Disability: Cerebal Palsy, uses a wheelchair.

Recreational Plan:

Nomalization Component:

Individualization Component:

Environment Component:

Recreational Plan Scenarion: *Carrie*

Student Name: Carrie

Grade Level: 7

Interests: The outdoors.

Disability: Deafness.

Recreational Plan:

Nomalization Component:

Individualization Component:

Environment Component:

Recreational Plan Scenarion: *Dave*

Student Name: Dave

Grade Level: 5

Interests: Wants friends.

Disability: Cognitive disability with low motor skills.

Recreational Plan:

Nomalization Component:

Individualization Component:

Environment Component:

Adaptations of the Recreational Environment

It is through recreation, social interaction, and communication with peers that a sense of self-worth and acceptance grow and motor abilities increase.

It is imperative that the play environment be adapted for students with disabilities, where appropriate, so they can utilize the playground to their best advantage. However, it is crucial that playgrounds not be modified to such an extent that they isolate the student with disabilities from other students. The playground must accommodate both populations.

Many students, both with and without disabilities, will be more successful in completing activities when modifications are made to adapt the activities to their abilities.

Some children with disabilities have difficulty sitting straight and balancing, and need back and arm support.

- On equipment requiring a seated position, some seats should be modified that offer back and side supports, as well as other seating restraints appropriate to the activity.
- All pathways should be large enough to accommodate wheelchairs.
- Slides can be modified and embedded into the side of a hill, allowing easier access to students using crutches, wheelchairs, etc.

Additional Adaptations:

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Adaptations of Recreational Materials

Curriculum can be changed to suit the individual needs of students, as well as the tools necessary to participate in an activity.

- Solitaire can be changed so that instead of putting cards of different colors in descending order, the student could match and make piles of the suits or the same colors.
- Shortened racket handles, or handles wrapped with sponge and tape for easier handling.
- Adjusted height and diameter of basketball hoops and other goals to suit the ability level of participants.
- Beanbags instead of balls to make catching easier.
- Balloons instead of balls when first learning to catch because they move slower.
- Adjustable batting tee or a ball suspended from the ceiling to teach hitting.
- Using sledding disks before sleds with runners.
- Modified weights and sizes of pucks, baseballs, etc.

Additional Adaptations:

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Adaptations for Accessibility

Basic considerations should be made for the development of an environment that meets the play and safety needs of all students.

- Paths should be at least three feet wide, provide access to different areas of the playground, free of sharp corners, and free of drain covers with slots to accommodate wheelchairs.
- Handrails should be used where appropriate, particularly on slopes and slides.
- Maneuvering on uneven surfaces can cause problems for individuals with disabilities. If loose surfaces such as gravel or sand are used for pathways, alternative access on a harder surface should be provided.
- Don't overcrowd playgrounds with equipment, allowing for maneuverability.
- Private, intimate spaces are important and should be provided.
- Seating with backs and armrests should be placed throughout the recreation environment to accommodate students who need them.
- Develop alternatives to stairs to gain access to elevated areas.
- Cracks in the pavement should be repaired.

Additional Adaptations:

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Adaptations for Students with Sensory Disabilities

Recreational environments should be sensory-rich to promote creativity and independence. The should include opportunities to learn from physical cues.

- Walking on uneven ground helps develop balance.
- Using different surface materials to indicate changes in the environment.
- Use a progression from soft to hard materials.
- Use tactile maps to help orient students on the playground.
- Use Braille descriptions for each play area.
- Use bright colors and sharp contrasts for visual cues and stimulation for students with partial sight.
- Avoid metal in very hot or cold environments.
- Guardrails or barriers around swings, slides, and see saws are necessary as students with hearing disabilities won't hear warnings.
- Post rules and descriptions of the equipment.
- Use flashing lights to indicate changes in activities.

Additional Adaptations:

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Joining In

Steps

1. Decide if you want to join in.
 - **Key Point:** Students should decide whether they really want to participate, or whether they only want to disrupt the group.

2. Decide what to say.
 - **Key Point:** Suggest possible things to say: “Can one more person play?” “Would it be okay with you if I played, too?”

3. Choose a good time.
 - **Key Point:** Discuss how to choose a good time, such as during a break in the activity or before the activity has begun.

4. Say it in a friendly way.
 - **Key Point:** Discuss the body language and nonverbal communicators that show a friendly attitude.

Playing a Game

Steps

1. Be sure you know the rules.
 - **Key Point:** Discuss what to do if students don't know the rules, such as ask someone to explain to them.

2. Decide who starts the game.
 - **Key Point:** Discuss methods of deciding who begins the game, such as rolling the dice or offering to let the other person go first.

3. Remember to wait your turn.
 - **Key Point:** Suggest that students repeat to themselves, "I can wait until it's my turn."

4. When the game is over, say something nice to the other people in the game.
 - **Key Point:** Discuss and practice appropriate ways of handling winning (tell the person he/she played a good game) and losing (congratulate the other person).

Responding to Teasing

Steps

1. Stop and count to five.
 - **Key Point:** Discuss how this can prevent students from losing control.

2. Think about your choices:
 - **Key Point:** Ignore the teasing.
 - ↳ Point out that ignoring for a short time doesn't always work; the student may need to ignore for a long time. Discuss ways to ignore (i.e., walk away).
 - **Key Point:** Say how you feel, in a friendly way.
 - ↳ Give an example of an "I feel" statement. "I feel _____ when _____."
 - **Key Point:** Give a reason for the person to stop.
 - ↳ Suggest some possible reasons, such as the student will tell the teacher or another adult, the student is feeling uncomfortable, etc. Emphasize saying it in a friendly way.

3. Act out your best choice.
 - **Key Point:** If one choice doesn't work, the student should try another one.

Avoiding Trouble

Steps

1. Stop and think of what the consequences of an action might be.
 - **Key Point:** It is helpful to list and discuss the possible consequences of particular actions with the student.

2. Decide if you want to stay out of trouble.
 - **Key Point:** Discuss how to decide if it is important to avoid these consequences.

3. Decide what, when, and how to tell the other person.
 - **Key Point:** Discuss how to say no in a friendly but firm way.

Avoiding Fights

Steps

1. Stop and count to ten.
 - **Key Point:** Discuss how this can help the student to calm down.
2. Decide what the problem is.
 - **Key Point:** Discuss the consequences of fighting, and whether fighting can solve a problem.
3. Think about your choices:
 - **Key Point:** List a variety of alternatives.
 - ↳ Walk away for now.
 - ⇒ Students should ask to leave the room for a few minutes, if necessary.
 - ↳ Talk to the person in a friendly way.
 - ⇒ Discuss how to read the behavior of the other person (i.e., is he/she calm enough to talk with) and evaluate one's own degree of calmness and readiness to talk about the problem.
 - ⇒ Discuss ways to state the problem in a non-offensive manner.
 - ⇒ Discuss who can be of most help: a teacher, parent, or friend.
4. Act out your best choice.
 - **Key Point:** If one choice doesn't work, the student should try another one.

Solving Problems

Steps

1. Stop and say, “I have to calm down.”
 - **Key Point:** Discuss additional ways to calm down, such as taking three deep breaths or counting to ten.
2. Decide what the problem is.
 - **Key Point:** Discuss how the student should reflect on why they are upset.
3. Think about different ways to solve the problem.
 - **Key Point:** List and discuss a variety of alternatives and the consequences of each.
4. Choose one approach.
 - **Key Point:** Discuss how to weigh the alternatives and to pick the best.
5. Do it.
6. Ask yourself, “How did this work?”
 - **Key Point:** If one approach doesn’t work, the student should try another.

Determining the Source of a Problem

Steps

1. Determine what the problem is.
 - **Key Point:** Discuss how students can recognize a problem exists, like by the way they feel inside, what someone said to them, or by how someone acted toward them.

2. Think about what may have caused the problem.
 - **Key Point:** Discuss how to evaluate possible causes of a problem, such as one's own behavior or someone else's behavior.

3. Decide what most likely caused the problem.
 - **Key Point:** Discuss how to determine the most likely cause.

4. Check it out.
 - **Key Point:** Ask someone, either the other person or an impartial judge.

Making a Complaint

Steps

1. Decide what the problem is.
 - **Key Point:** Discuss how students can recognize a problem exists, like by the way they feel inside, what someone said to them, or by how someone acted toward them.

2. Decide whom to tell.
 - **Key Point:** Discuss how to decide who they are having the problem with and how talking about the problem with that person should help solve it.

3. Choose a good time and place.
 - **Key Point:** Discuss how to choose a good time, such as when the person isn't involved with something else or when the person is alone.

4. Tell the person your problem in a friendly way.
 - **Key Point:** Discuss waiting until they are no longer angry or upset before talking about the problem. Discuss body language and nonverbal communicators that show a friendly attitude.

Dealing with Being Left Out

Steps

1. Decide what has happened to cause you to feel left out.
 - **Key Point:** Discuss possible reasons why a student may be ignored by peers.

2. Think about your choices.
 - **Key Point:** Discuss how students can ask to join in.
 - **Key Point:** Discuss how to decide when and how to choose someone else to play with.
 - **Key Point:** Discuss how to engage in activities the student enjoys.

3. Decide on the best choice and act on it.
 - **Key Point:** If the student's first choice doesn't work, they should try another.

How Do You Respond to Conflicts?

Read each of the statements below. Using the following scale, indicate how typical each statement is of your actions in a conflict.

Score:

3 = usually typical of the way I act in a conflict

2 = occasionally typical of the way I act in a conflict

1 = rarely typical of the way I act in a conflict

When there is a classroom conflict, I...

- _____ 1. Tell the students to knock it off.
- _____ 2. Try to make everyone feel at ease.
- _____ 3. Help the students understand each other's point of view.
- _____ 4. Separate the students and keep them away from each other.
- _____ 5. Let the principal handle it.
- _____ 6. Decide who started it.
- _____ 7. Try to find out what the real problem is.
- _____ 8. Try to work out a compromise.
- _____ 9. Turn it into a joke.
- _____ 10. Tell them to stop fussing over nothing.
- _____ 11. Make one student give in and apologize.
- _____ 12. Encourage the students to find alternative solutions.
- _____ 13. Help them decide what they can give on.
- _____ 14. Try to divert attention from the conflict.
- _____ 15. Let the students fight it out, as long as no one gets hurt.
- _____ 16. Threaten to send the students to the principal.
- _____ 17. Present some alternatives from which to choose.
- _____ 18. Help everyone feel comfortable.
- _____ 19. Get everyone busy doing something else.
- _____ 20. Tell the students to settle it on their own.

I	II	III	IV	V
_____ 1.	_____ 2.	_____ 3.	_____ 4.	_____ 5.
_____ 6.	_____ 7.	_____ 8.	_____ 9.	_____ 10.
_____ 11.	_____ 12.	_____ 13.	_____ 14.	_____ 15.
_____ 16.	_____ 17.	_____ 18.	_____ 19.	_____ 20.
_____ total	_____ total	_____ total	_____ total	_____ total

Styles for Responding to Conflict

Style I: The No-Nonsense Approach

- I don't give in. I try to be fair and honest with the kids, but they need firm guidance in learning what is acceptable behavior and what isn't.

Style II: The Problem-Solving Approach

- If there's a conflict, there's a problem. Instead of battling the kids, I try to set up a situation in which we can all solve the problem together. This produces creative ideas and stronger relationships.

Style III: The Compromising Approach

- I listen to the kids and help them listen to each other. Then I help them give a little. We can't all have everything we want. Half a loaf is better than none.

Style IV: The Smoothing Approach

- I like things to stay calm and peaceful whenever possible. Most of the kids' conflicts are relatively unimportant, so I just direct attention to other things.

Style V: The Ignoring Approach

- I point out the limits and let the kids work things out for themselves. It's good for them, and they need to learn

Conflict Mediation for Supervisors

The goal of conflict mediation for supervisors is to shift:

From:

- Perceiving conflict as interruption...
- Lecturing and fixing problems...
- Responding to tattling...
- Focusing on what's wrong...
- Demanding apologies...
- Focusing on the past...
- Punishment...

To:

- Perceiving conflict as learning.
- Guiding toward solutions.
- Teaching how to ask for help.
- Focusing on problem solving.
- Working it out.
- Focusing on the future.
- Consequences.

Conflict Mediation for Students

The goal of conflict mediation for supervisors is to shift:

From:

- Retaliating...
- Wanting retribution...
- Tattling...
- Being angry...
- Having an adult solve the problem...
- Finding fault...
- Punishment...
- Feeling mistakes are bad...

To:

- Thinking.
- Having needs met.
- Talking it out.
- Being heard.
- Taking responsibility for working it out.
- Finding solutions.
- Learning.
- Recognizing that mistakes are human.

Four Steps to Conflict Management

- Getting Commitment to Mediation
 - ↳ Establish Ground Rules
 - ↳ “Will you agree to...”
 - ⇒ Try to solve the problem,
 - ⇒ No put-downs,
 - ⇒ Not to interrupt, and
 - ⇒ To tell the truth?”
- Hearing from Each Side
 - ↳ Ask questions.
 - ⇒ “Can you tell me what happened?”
 - ⇒ “How do you feel about that?”
 - ↳ Listening for facts and feelings.
 - ↳ Listen for what each side needs to solve the problem.
 - ↳ Restate the problem in neutral terms.
- Clarifying Needs and Goals
 - ↳ Ask questions and restate needs and goals.
 - ⇒ “What are your needs?”
 - ⇒ “So you would really like to have (feel like)...”
 - ↳ Listen for what each side really needs.
 - ↳ Probe for underlying and unspoken needs.
- Reaching an Agreement
 - ↳ Ask questions that challenge the parties.
 - ⇒ “How do you think both of your needs could be met?”
 - ⇒ “What ideas do you have to solve this problem?”
 - ↳ Brainstorm options. Let the parties take the initiative.
 - ↳ Evaluate the options, identifying those that satisfy the needs and goals of each party.
 - ↳ Determine if future meetings will be needed.

Conflict Management Scenario 1

Antonia: Susan you are such a blabbermouth. You can't even keep the simplest secret. I told you that Juanita and I had a fight and you told nearly everybody in the school. Now, they think I started it and that I hate her even though I don't. I tried to work things out with her, but then she heard the rumors and she doesn't trust me anymore. You really are a gossip and I don't see how anyone would want to be your friend. You make me mad and I'll never tell you a secret again, ever!

Susan: Why don't you just shut up! Who cares what you think anyway. I just wanted to help you out and give you some backup. But you don't even know how friends can help you. You don't appreciate anything, and well, you aren't even worth having as a friend anyway.

Conflict Management Scenario 2

Roberto: You are such a hog! No one can ever play around here because you always take the ball. I can't believe what a jerk you are. You think you are so cool, but you're not. You're a lousy player that makes our team lose half the time. Why don't you just let others play?!

Lee: Bug off! You don't even know what a good player is anyway. You don't even know how to play by the rules, and I really don't care what you think, because you are the biggest jerk of all. Get a life dude and get real! You have to be aggressive sometimes and you're just afraid to do it.

Conflict Management Scenario 3

Spike: You just ruined my best bike, guy. What are you trying to do to me? This bike was in perfect condition when I lent it to you yesterday and I only did so because I thought we were best friends. But, you had to be cool man and ride it at top speed and then wreck it. I am never going to lend you anything again. You are so lame.

Al: Oh shut up! You don't even know what happened. You only care about your stupid bike. Well, it's not that great anyway, and I don't plan on borrowing anything from you anyway. Too bad for you, loser.

“I”-Messages

“I”-messages are perhaps one of the most effective communication tools in conflict management and in being genuine with one another about our feelings and needs.

“I”-messages are communications that:

- State the speaker’s feelings in a non-threatening or non-accusatory manner.
- Clearly identify the speaker’s feelings, interests, and needs to resolve the conflict without placing blame on others.
- Allow for effective communication by phrasing things in a neutral objective manner so that the listener need not be put on the defensive, as they are not being blamed for anything.
- Permit people to like the person even though they may not like the behavior the person is currently engaged in.
- Organize one’s feelings. “I feel...when...because...”
 - “I feel frustrated when you have the ball all the time because I don’t get a chance to play.”
 - “I feel sad and angry when I am called names because it makes me think that no one like me.”
 - “I feel angry when you cut in line because we all waited our turn and it’s not fair.”

“I”-Message Scenarios

Scenario 1:

Antonia: I was really mad when I heard that you told other people that Juanita and I had a fight. I thought that I told you that in secret. I don't like it when rumors are spread about me, especially when it was supposed to be a secret between you and me. I really want to be your friend but I'm frustrated when I hear rumors about me. I need a friend I can trust.

Susan: Listen, I am sorry about telling other people about you and Juanita. I got excited and I thought that it would actually help to get support from our friends. It really spread more than I thought it would. I do care about our friendship and I won't tell anyone again unless we agree.

Scenario 2:

Roberto: I get so mad when you hog the ball like that! I am trying to learn how to dribble better and I get so frustrated when I don't get a fair share on the court. I really think that we should stop hurting each other when what we really want is to be a great team. I really need more time to practice and not get hassled so much. Can't we work this out?

Lee: Hey, I'm sorry! I just wanted to help our team win. I know you want to get better, and maybe I can help; but I get frustrated when people dribble without doing something, or shooting a basket. I do want to work as a team, and maybe I cannot cut in so often. I get so excited. It is hard for me, but I'll try.

Scenario 3:

Spike: My new bike is scratched. I spent a lot of money on it and now it's ruined. I'm really mad. I thought I could trust you with it.

Al: I'm sorry, Spike. I really like your bike and don't want to lose our friendship over this. I got too wild and I hit some gravel accidentally. I promise I'll help fix it. I know how much that bike means to you and I do want you to trust me. What can we do to fix it?

Active Listening Scenarios

- We were on the playground and he called me a name so I kicked him.
- I always let Jane use my pencils but she never returns them. So, today I told her she couldn't use one but she took one anyway. I am really mad at her.
- Yesterday when we were playing jump rope, Maria made a mistake and was supposed to be out of the game but she refused. So, today I told her she couldn't play. She took the rope away from us.
- Those girls never let me play jump rope. They say I make mistakes but it's their fault because they try to trip me with the rope. I really want to play and I feel bad.
- I was in the library reading a book on Africa. When I went to get a drink of water, Jamel took the book away from me so I hit him. He's always trying to make me mad.
- We were playing soccer and Amos came up and stole the ball from us. He said he signed it out but we did. So I tripped him and got the ball back.
- Mary is always telling the teacher on me. Today I found some paper on the floor and Mary told the teacher I stole it. It's not fair that she always does this.

Conflict Resolution Styles

- The Aggression Style
 - ↳ Resorts to using force to get one's way.
 - ↳ Might dominate another person physically (by pushing or shoving) or verbally (by calling names and using put-downs) to get one's way.
 - ↳ Doesn't care much about the other person's rights, needs, or feelings.
 - ↳ Someone wins and someone loses.
- The Avoidance Style
 - ↳ Tries to solve the problem by avoiding the conflict.
 - ↳ Is aware that there is a conflict, but is afraid to deal with it openly or directly because it might end up hurting the friendship or get one into trouble.
- The Accommodation Style
 - ↳ Plays the "nice guy" and gives in so that the friendship isn't ruined because of a conflict.
 - ↳ Smooths over a disagreement and one's own needs, but sometimes later feels resentful because they gave in too easily.
- The Compromise Style
 - ↳ Each side gives a little.
 - ↳ Each side wins a little and loses a little.
- The Problem-Solving Style
 - ↳ Each side talks about the problem without blaming or insulting each other.
 - ↳ Considers the feelings and needs of the other party and tries to settle on a solution that makes both parties happy.

Conflict Mediator's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:20 - 11:45 1st Grade					
12:05 - 12:25 2nd Grade					
12:25 - 12:45 3rd Grade					
12:45 - 1:05 4th Grade					
1:05 - 1:30 5th Grade					
Alternate:					

Standards for Conflict Mediators

- Know their schedule.
- Be on time for duty.
- Fill out the Peer Conflict Mediator's Report form completely.
- Be courteous at all times.
- Cooperatively work with their partner.
- When absent, assume the responsibility of finding a substitute and notify their partner.
- Cover their assigned areas. Constant movement is necessary to see potential problems.
- See the playground supervisor immediately if problems arise while on duty.
- Immediately notify the teacher on duty if a problem cannot be resolved.
- Turn in completed Peer Conflict Mediator's Report forms to the office after the problem has been resolved.
- At all times, be exemplary in their conduct, attitude, and style.

Peer Conflict Mediator's Report Form

Rules:

1. Agree to solve the problem.
2. No name-calling.
3. Don't interrupt.
4. Tell the truth.

Steps:

1. Getting commitment to mediator.
2. Each side tells what happened.
3. Clarifying needs.
4. Reaching an agreement.

Names of Mediators: _____ Date of Conflict: _____

Name of Student 1: _____ Grade Level: _____

Name of Student 2: _____ Grade Level: _____

What kind of conflict? ☐ Argument ☐ Rumor ☐ Fight ☐ Other

How did you find out about it? ☐ Student ☐ Paraeducator ☐ Teacher ☐ Observation

What was the conflict about?

Was the conflict resolved? ☐ Yes ☐ No

If so, how was the conflict resolved?

Student 1 agrees to:

Student 2 agrees to:

If the conflict was not resolved, why and what happens next?

Peer Conflict Mediator's Conflict Resolution Form

Names of Mediators: _____ Date: _____

Name of Student 1: _____ Grade Level: _____

Name of Student 2: _____ Grade Level: _____

What was the conflict about?

How was the conflict resolved?

Student 1 agreed to:

Student 2 agreed to:

Conflict Mediation on the Playground Scenario: *Paraeducator and Peer Conflict Mediator*

- ***Type of Conflict:*** Resource
- ***Disputants:*** Jackie and Pat
- ***What Happened:*** Jackie was shooting baskets on the playground at recess. Pat came up to Jackie and wanted to shoot baskets, too. Jackie would not let her. Jackie says that Pat has been a “ball hog” in the past. An argument started when Pat tried to steal the ball.
- ***How Case Was Referred:*** Peer conflict managers observed Pat and Jackie arguing.

Conflict Mediation on the Playground Scenario: *Disputants*

- **Type of Conflict:** Resource
- **Disputants:** Jackie and Pat
- **What Happened:** Jackie was shooting baskets on the playground at recess. Pat came up to Jackie and wanted to shoot baskets, too. Jackie would not let her. Jackie says that Pat has been a “ball hog” in the past. An argument started when Pat tried to steal the ball.
- **How Case Was Referred:** Peer conflict managers observed Pat and Jackie arguing.

Jackie: You would not mind playing basketball with someone, but in the past Pat has refused to share the ball with you.

Pat: You would like to be friends with Jackie and do not understand why Jackie will not share the ball with you. Kids say you are sometimes a “ball hog,” but you do not think you are.

Helping the Other Person Talk

- Encouraging Statements
 - ↳ Convey interest.
 - ↳ Encourage the other person to keep talking.
 - ↳ Don't agree or disagree.
 - ↳ Use neutral words.
 - ↳ Use varying voice intonations.
 - ↳ "Can you tell me more..."
- Clarifying Statements
 - ↳ Help clarify what has been said.
 - ↳ Get more information.
 - ↳ Help the speaker see the other person's point of view.
 - ↳ Ask questions.
 - ↳ Restate wrong interpretations to force the speaker to explain further.
 - ↳ "When did this happen?"
- Restating Statements
 - ↳ Show you're listening and understand what is being said.
 - ↳ Confirm you understand and are interpreting correctly.
 - ↳ Restate basic ideas and facts.
 - ↳ "You'd like your parents to trust you more, right?"
- Reflecting Statements
 - ↳ Show that you understand how the person feels.
 - ↳ Help the person evaluate his or her own feelings after hearing them expressed by someone else.
 - ↳ Reflect the speaker's basic feelings.
 - ↳ "You seem very upset."
- Summarizing Statements
 - ↳ Review progress.
 - ↳ Pull together the important ideas, facts, and feelings.
 - ↳ Establish a basis for further discussion.
 - ↳ "These seem to be the ideas you have expressed..."
- Validating Statements
 - ↳ Acknowledge the worthiness of the other person.
 - ↳ Acknowledge the value of the issues and feelings.
 - ↳ "I appreciate your willingness to resolve this."

Peer Conflict Mediator's Pledge

I pledge to:

- Behave in a professional manner.
- Be fair and honest.
- Keep disputant's information confidential.
- Fill out the mediator's form as accurately as possible.
- Return to class immediately after scheduled mediation sessions.
- Make up the work I missed in class.

Peer Conflict Mediator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Peer Conflict Mediator's Parent's Signature: _____

Date: _____

Red Card: This is an Emergency

_____ Fighting or out of control. Send help.

_____ Serious injury!! Call 911.

_____ Student hurt. Send trained personnel.

_____ Stranger on the playground.

_____ Student left the grounds.

_____ Abduction!! Call 911.

_____ Other: _____

My Conflict Mediation Skills

My style of responding to conflict is...

Three types of conflict for which I have excellent mediation skills are:

1.

2.

3.

Two mediation skills that I need to practice are:

1.

2.

My Supervision Skills

My three strongest supervision skills are:

- 1.
- 2.
- 3.

My three good supervision skills are:

- 1.
- 2.
- 3.

My two weakest supervision skills are:

- 1.
- 2.

Three ways I will use my playground supervision skills in other instructional settings are:

- 1.
- 2.
- 3.

Module C Assignments

Rules for Playground Games at Your Site

Discuss with your school's P.E. teacher three typical playground games at your site and the rules of those games, and record them below. Complete this assignment and bring it to the next class meeting for discussion.

Game 1:

Rules:

Game 2:

Rules:

Game 3:

Rules:

Fanny Pack

Discuss with your administrator, teacher, and/or school nurse the items needed for effective emergency playground supervision and create a fanny pack with those essential items. The fanny pack should include at the minimum a whistle, gloves, wipes, passes, band aids, gloves, and cards for help. Be prepared to share your fanny pack contents at the next training session.



Module C Transparencies

Module C: Playground and Instructional Environment Supervision

StSuprC-T1



- ***Identify the role of the paraeducator in playground and instructional environment supervision.***
- ***Explain standard rules and instructional methods for typical playground games.***
- ***Explain safety precautions for children using playground equipment.***
- ***Explain rules and procedures to be followed in playground emergencies.***
- ***Demonstrate a variety of signals for getting students' attention on the playground.***
- ***Conduct an ecological inventory of natural supports available on the playground.***
- ***Demonstrate instructional methods for teaching pro-social playground skills.***

Module C: Playground and Instructional Environment Supervision

(continued)

StSuprC-T1



- ***Show how to foster relationships among students on the playground.***
- ***Recognize conflicts among students on the playground.***
- ***Explain how to mediate conflicts among students on the playground.***
- ***Demonstrate methods for resolving conflicts among students on the playground.***
- ***Explain how to initiate, maintain, and supervise peer mediation programs on the playground.***
- ***Explain how the principles of playground supervision apply to the supervision of students in other instructional settings.***

Guidelines for Leading Small, Integrated Groups

StSuprC-T2



- *Develop a lesson plan.*
- *Select appropriate settings and/or room arrangements.*
- *Establish guidelines for conduct.*
- *Arrange the setting and/or seating to promote interaction.*
- *Give clear, concise instructions.*
- *Select activities that promote cooperation.*
- *Equalize the interactions between the students.*
- *Modify object-oriented activities to be more people-oriented.*

Guidelines for Leading Small, Integrated Groups (continued)

StSuprC-T2



- ***Adapt activities to meet the individual needs of students.***
- ***Keep activities student-centered.***
- ***Structure activities to maintain the interest of the students.***
- ***Establish consistency between sessions and remain flexible.***

Safety on the Playground

StSuprC-T3



- *Safety should be a prime concern for all educational personnel and addressed by:*
 - ➔ *Alerting students and parents to playground safety concerns,*
 - ➔ *Posting signs to warn of dangers,*
 - ➔ *Closely supervising students, and*
 - ➔ *Attending to the physical condition of the playground and equipment, and alerting the appropriate personnel of any problems.*
- *Attention must be given to:*
 - ➔ *Surface Materials.*
 - ➔ *Sharp Angles and Joints.*

Risk Management

StSuprC-T4



- *Minimizes dangers involved in recreational programing.*
- *Prevents injury, harm, and accidents.*
- *Does not eliminate risk.*

Playground Safety and Security

StSuprC-T5



- *Reporting Accidents*
- *Incident Data*
- *Environmental Control*
- *Decentralized Play Stations*
- *Supervision*
- *Training*
- *Built-In Risk Taking*
- *Programming for Spontaneous Play*
- *New Risk Management Models*

Leisure Assessment

StSuprC-T6



- *Recreation Goals and Objectives*
- *Recreational Performance*
- *Leisure Awareness*
- *Current Recreation and Competencies*
- *Personal Resources*
- *Social and Communicative Needs*
- *Physical and Medical Needs*

Guidelines for Activity Selection

StSuprC-T7



- *Normalization*
- *Individualization*
- *Environmental Aspects*

Teaching Interaction

StSuprC-T8



- *Expression of Affection*
- *Initial Positive Statement*
- *Describe Inappropriate Behavior*
- *Describe Appropriate Behavior*
- *Rationale for Appropriate Behavior*
- *Request Acknowledgment*
- *Have the Student Practice*
- *Provide Feedback*
- *General Praise Statement*

Styles for Responding to Conflict

StSuprC-T9



- *Style I: The No-Nonsense Approach*
- *Style II: The Problem-Solving Approach*
- *Style III: The Compromising Approach*
- *Style IV: The Smoothing Approach*
- *Style V: The Ignoring Approach*

Escalating and De-Escalating Conflict

StSuprC-T10



A conflict will escalate if:

- *There is an increase in exposed emotion (anger, frustration).*
- *There is an increase in perceived threat.*
- *More people get involved, taking sides.*
- *The students were not friends prior to the conflict.*
- *The students have few peacemaking skills at their disposal.*

A conflict will de-escalate if:

- *Attention is focused on the problem, not on the participants.*
- *There is a decrease in exposed emotion and perceived threat.*
- *The conflict remains between only the original parties.*
- *The students were friends prior to the conflict.*
- *The students have good peacemaking skills, or someone to help them.*

Four Steps to Conflict Management

StSuprC-T11



- *Getting Commitment to Mediation*
- *Hearing from Each Side*
- *Clarifying Needs and Goals*
- *Reaching an Agreement*

Active Listening Rules

StSuprC-T12



- *Focus all of your attention on what the student is saying.*
- *Restate the student's most important thoughts, feelings, and concerns.*
- *Don't interrupt, correct mistakes, give advice, or tell your own story.*
- *Give the student time to speak. Don't immediately fill the space.*
- *Use non-verbal gestures to show support.*

Active Listening Styles

StSuprC-T13



- *The Encouraging Style*
- *The Restating Style*
- *The Clarifying Style*

Conflict Resolution Styles

StSuprC-T14



- *The Aggression Style*
- *The Avoidance Style*
- *The Accommodation Style*
- *The Compromise Style*
- *The Problem-Solving Style*

Conflict Mediator's Schedule

StSuprC-T15



Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:20 - 11:45 1st Grade					
12:05 - 12:25 2nd Grade					
12:25 - 12:45 3rd Grade					
12:45 - 1:05 4th Grade					
1:05 - 1:30 5th Grade					
Alternate:					

Peer Conflict Mediator's Report Form

StSuprC-T16



Rules:

- 1. Agree to solve the problem.***
- 2. No name-calling.***
- 3. Don't interrupt.***
- 4. Tell the truth.***

Steps:

- 1. Getting commitment to mediator.***
- 2. Each side tells what happened.***
- 3. Clarifying needs.***
- 4. Reaching an agreement.***

Names of Mediators: _____ ***Date of Conflict:*** _____

Name of Student 1: _____ ***Grade Level:*** _____

Name of Student 2: _____ ***Grade Level:*** _____

What kind of conflict? ____ ***Argument*** ____ ***Rumor*** ____ ***Fight*** ____ ***Other***

How did you find out about it?

____ ***Student*** ____ ***Paraeducator*** ____ ***Teacher*** ____ ***Observation***

What was the conflict about?

Was the conflict resolved? ____ ***Yes*** ____ ***No***

If so, how was the conflict resolved?

Student 1 agrees to:

Student 2 agrees to:

If the conflict was not resolved, why and what happens next?

Peer Conflict Mediator's Conflict Resolution Form

StSuprC-T17



Names of Mediators: _____ *Date:* _____

Name of Student 1: _____ *Grade Level:* _____

Name of Student 2: _____ *Grade Level:* _____

What was the conflict about?

How was the conflict resolved?

Student 1 agreed to:

Student 2 agreed to:

Rules for Negotiating

StSuprC-T18



- *Agree to solve the problem.*
- *No name calling or put downs.*
- *Listen to the other person carefully.*
- *Express your feelings and needs.*
- *Look for a solution that is best for all parties concerned.*

Helping the Other Person Talk

StSuprC-T19



- *Encouraging Statements*
- *Clarifying Statements*
- *Restating Statements*
- *Reflecting Statements*
- *Summarizing Statements*
- *Validating Statements*

Peer Conflict Mediator's Pledge

StSuprC-T20



I pledge to:

- *Behave in a professional manner.*
- *Be fair and honest.*
- *Keep disputant's information confidential.*
- *Fill out the mediator's form as accurately as possible.*
- *Return to class immediately after scheduled mediation sessions.*
- *Make up the work I missed in class.*

Peer Conflict Mediator's Signature: _____ *Date:* _____

Teacher's Signature: _____ *Date:* _____

Peer Conflict Mediator's Parent's Signature: _____

Date: _____

Red Card: This is an Emergency

StSuprC-T21



_____ ***Fighting or out of control. Send help.***

_____ ***Serious injury!! Call 911.***

_____ ***Student hurt. Send trained personnel.***

_____ ***Stranger on the playground.***

_____ ***Student left the grounds.***

_____ ***Abduction!! Call 911.***

_____ ***Other:*** _____

Supervision Strategies

StSuprC-T22



- *Say It, Mean It, Do It!*
- *Never Argue*
- *Allow Students Time*
- *Avoid Power Struggles*
- *Insubordination Vs. Escalation*

Module D: School Bus Supervision

Student Supervision Academy

Module D: School Bus Supervision



A. Module Goals

Using the **Module D: School Bus Supervision** handout and transparency (H1/T1), review the goals of module.

1. Identify the role of the paraeducator in school bus supervision.
2. Explain how to establish rules, routines, and procedures for school bus riding.
3. Explain how to maintain order on the school bus.
4. Explain rules and procedures to be followed in school bus emergencies.
5. Describe basic school bus operation procedures.



Note to Instructor: If possible, arrange for a bus and driver or representative from the district transportation department to be at the site for **Goal 4: Explain rules and procedures to be followed in school bus emergencies.**



B. Discussion: Assignment Review

Engage the participants in a discussion regarding the results of **2.2 Assignment: Rules for Playground Games at Your Site** and **4.2 Assignment: Fanny Pack** from **Module C: Playground and Instructional Environment Supervision.**



Goal 1: Identify the role of the paraeducator in school bus supervision.



1.1 Lecture: School Bus Supervision

Paraeducators often find themselves supervising students riding the school bus. Students of all ages may need to access a variety of bus services throughout the school year. Opportunities for bus riding may occur on a daily or occasional basis such as:

- To and from school,
- Routinely scheduled activities in the form of sports or club competitions,
- Occasional special enrichment experiences or field trips, and
- Miscellaneous events.

During all occasions, the students should be supervised while:

- Waiting for the arrival of the school bus,
- The school bus is approaching,
- Loading the bus,
- Traveling on the bus,
- Unloading the bus, and
- Departing the bus area.

Rules, routines, and procedures for school bus riding and supervision are developed from a variety of sources.

- Federal and state government agencies.
- School district administration.
- Site management, including administrators, staff, parents, and students.

Maintaining order on the bus incorporates:

- Defining authority;
- Teaching and posting the rules;
- Setting expectations for appropriate conduct;
- Enforcing discipline codes and consequences; and
- Providing a safe, positive, welcoming environment for all students.

Individuals associated with bus supervision must be aware of emergency safety procedures for mechanical, accidental, or passenger related situations. Paraeducators with a basic knowledge of school bus operations support both the drivers and passengers

by implementing strategies to boost desired behaviors and increase the awareness of potential risks.



1.2 Discussion: Further Understanding School Bus Supervision

Engage the participants in a discussion regarding their experiences with and knowledge of school bus supervision. Use the following questions as a guide for the discussion.

- Are you familiar with school bus rules and procedures for your particular site?
- Do you know where copies of school bus rules and procedures for your particular site can be obtained?
- How do you as a paraeducator model and teach behavior management strategies to students riding the school bus?
- Have you received training for emergency school bus procedures? If so, what kind of training have you received?
- What kinds of practical experience do you have with basic school bus operations?



1.3 Discussion: Supporting Students on the School Bus

Engage the participants in a discussion regarding their experiences with students with special needs, including multicultural issues. Ask for specific examples of types of support the students required. Discuss what inclusion should look like on the school bus, ensuring each of the following points are covered.

- Necessary training should be provided to school bus drivers about the needs of students with special needs.
 - ➔ Ask the participants who provides and should provide such training at your particular site?
- Each student's unique needs should be discussed with the bus driver.
 - ➔ Who is responsible for getting and sharing this information at your particular site?
- Support should be provided for the driver.
 - ➔ What support options are available at your particular site?
- All students should be safe.
 - ➔ Equipment should be in working order.



Goal 2: Explain how to establish rules, routines, and procedures for school bus riding.



2.1 Lecture: Guidelines for Establishing Rules for School Bus Conduct

Distribute and review the **Guidelines for Establishing Rules for School Bus Conduct** handout (H2). When establishing rules for riding the school bus, it is important to keep in mind the following points:

- When possible, develop rules for conduct when riding the school bus using student input.
- Help students understand that safety is your priority.
- Make students aware of the hazards created by loud, disruptive behavior on the bus.
- Students should be rewarded and held accountable for their conduct.
- Those students who are willing to cooperate should be complemented.
- It's O.K. to thank students.
- Use group and individual rewards, especially when not expected.
- Those students who are not willing to cooperate should be made aware of the consequences and held accountable.
- Have students work towards something, i.e. a special seat, a minute of your time, a sticker, etc.
- Use seating arrangements when necessary.
- Involve parents when necessary.
- Involve school administrators when necessary.

There are three kinds of rules:

- Anything that violates safety.
- The need for order, i.e. line-ups at bus stops, etc.
- Protecting the rights of others; no harassment, no victims.



2.2 Activity: Establishing Rules, Routines, and Procedures on the School Bus

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the skills necessary for school bus supervision.



2.2.1 Steps

- Have the participants break into small groups.
- Have the groups develop three separate lists of rules, routines, and

- procedures for students riding the bus that they consider to be important.
- When finished, have each group share and discuss at least one example of a rule, routine, and procedure with the class.



2.3 Discussion: Typical Rules and Regulations for Students

Distribute and review the **Typical School Bus Rules and Procedures for Students** handout (H3).

- Be prompt, arriving at the bus stop five minutes before the bus is due, as the driver cannot wait for tardy students.
- When waiting for the school bus:
 - ↳ Stand back at least five feet from the street and remain at that distance until the bus has come to a complete stop and the door is open.
 - ↳ Be orderly and respect other people and their property.
- When boarding the school bus:
 - ↳ Take your assigned seat as quickly as possible and remain seated while the bus is in motion. The bus driver has the right to assign seats.
 - ↳ Stay out of the way of other passengers.
 - ↳ Do not bring any articles aboard the school bus that could cause injury to other passengers.
 - ↳ Do not bring animals aboard the school bus, as they are not allowed.
- After school, do not run to the school bus.
- While on the school bus:
 - ↳ Noise should be kept to a minimum at all times.
 - ↳ Complete silence is required at all railroad crossings.
 - ↳ Do not speak to the bus driver while the bus is in motion unless absolutely necessary.
 - ↳ Do not distract the bus driver while the bus is in motion, for example with sudden movements or loud noises.
 - ↳ Do not extend your arms, legs, or head out of school bus windows and feet are to be kept on the floor.
 - ↳ Emergency doors, windows, or any part of equipment on the school bus should not be tampered with, marred, or defaced.
 - ↳ Keep aisles and seats clear of books, lunch boxes, musical instruments, and other objects.
 - ↳ Pick up your papers and trash.

- ↳ Do not fight or scuffle on the bus.
- ↳ Do not throw or shoot objects in the bus or from the windows.
- ↳ Smoking or chewing tobacco is prohibited.
- When leaving the school bus:
 - ↳ Stay out of the way of other passengers.
 - ↳ Students should not check their home mailbox until bus has left his or her stop.
- A note is required from a parent or guardian, signed by the school principal or other designated person, in order to:
 - ↳ Get off the bus at a stop other than your regular stop,
 - ↳ To have someone ride the bus home with you,
 - ↳ For you to ride a bus other than their regular bus, or
 - ↳ To be allowed to get off or board a bus at any school other than the one you attend.
- Students in junior and senior high should not be permitted to ride an elementary school bus without special permission.
- When crossing in front of the school bus:
 - ↳ Wait until the bus has come to a complete stop, the stop arm is out, and the red lights are flashing;
 - ↳ Check for traffic; and
 - ↳ Cross approximately 10 feet away from the front of the bus.
- During regular school hours the School Transportation Department's phone number is (*provide phone number here*). Before and after school hours, call (*provide after-hours phone number here*).
- The driver will complete and turn in to the school principal a conduct report for students who are unruly and do not comply with the rules.



2.4 Assignment: School Bus Rules

Instruct the participants to obtain and compare the school bus rules for their given school district to the ones provided in lecture.



2.5 Activity: Teaching the Rules

Paraeducators will participate in an activity that provides an opportunity to develop strategies for teaching school bus rules to students.

2.5.1 Steps



- Have the participants count off by three and break into groups accordingly: all 1's together, all 2's together, all 3's together.
- Assign each group an education level to focus on.
 - ↳ Group 1: Primary Elementary School Students
 - ↳ Group 2: Intermediate Elementary School Students
 - ↳ Group 3: Middle School Students
- Instruct the groups to list strategies and develop a role-playing scenario for teaching and reviewing school bus rules with their particular grade levels. Their strategies should address ways in which paraeducators can involve students when teaching and reviewing the rules.
- When finished, have the groups role play their scenarios, demonstrating their strategies for teaching school bus rules to their particular grade levels.
- As each group finishes, discuss as a class the strategies presented.



Goal 3: Explain how to maintain order on the school bus.



3.1 Discussion: Maintaining Order on the School Bus

Problems with maintaining order may occur on the school bus with individuals or groups of students. The nature of the disturbances can be physical, emotional, or both. Outside forces, such as parents, could possibly affect routine order.

Engage the participants in a discussion regarding experiences and challenges they have had with maintaining order on the school bus.



3.2 Lecture: Authority and Discipline on the School Bus

Students are expected to follow specific rules while riding the bus. School bus drivers and support personnel are responsible for maintaining discipline while students are being transported.

Distribute and review the **Authority and Discipline on the School Bus** handout (H4).

The secret to good discipline lies in reporting a problem as soon as it arises. By failing to report a discipline problem you are allowing the problem to become aggravated and the problem will get out of hand. Only by prompt action can a problem be identified and eliminated.

All bus drivers keep a notebook in which they log behavior problems and any action taken in regard to disciplining students. If a behavior continues, the following procedures will be followed:

- The student's parents will be called.
- The student and the student's principal will be talked to together.
- A misconduct report will be completed and filed.

The authority to suspend the bus-riding privileges of a student lies with the principal. Students are to be discharged only at their school or assigned bus stop. A student should never be discharged en route as a disciplinary action.

The bus driver may assign seats if necessary for disciplinary purposes. If a majority of students are not following the rules, the bus driver may pull to a safe stop until the students have resumed order. The school bus driver may never enforce rules by use of

profanity, striking a student, or use of physical force. The bus driver will report any disruptive behavior or trouble on the bus to the lead driver immediately.

Parents are encouraged to discuss any discipline problems with the driver and his or her supervisor.

If a student is kept after school longer than the allotted five minutes that a school bus is required to wait, the appropriate school personnel is responsible for getting the student home.



3.3 Discussion: Behavior Management on the School Bus

Strategies which support behavior management are available for all those who drive and supervise students on the bus. Engage the participants in a discussion regarding the behavior management supports available for drivers and paraeducators in their districts.

Present and review the **Guidelines for Behavior Management on the School Bus** handout and transparency (H5/T2).

- Clarify Your Expectations
 - ↳ Talk to the student about his or her behavior.
 - ↳ Define your expectations and the need for rules.
- Avoid Reaction, Maintain Your Self-Control, and Stay Calm
 - ↳ Gather the facts and make note of them.
 - ↳ Do not accuse.
 - ↳ Do not take sides in dissension problems.
 - ↳ Maintain a dignified attitude with bus riders at all times.
- Keep a Log
 - ↳ Talk to the student about his or her behavior.
 - ↳ Record the discussions in your log, making the student aware that you are recording it.
 - ↳ Note the student's name, the problem, date and time of problem, any action taken, and the student's response.
 - ↳ Praise cooperation and resulting good behavior.
- Contacting Parents and Issuing Citations
 - ↳ Talk to the student about his or her behavior, recording it in your log and making the student aware that you are doing so.
 - ↳ Assign the student a seat in the front of the bus.
 - ↳ Advise the student that his or her parent(s) will be contacted.

- ↳ Contact the principal and make him or her aware of the situation.
- ↳ Advise the student and parent(s) that a citation will be issued for the next infraction of the rules.
- ↳ Include the date and time of the incident and the name of the parent(s) contacted on the citation.
- ↳ Advise the student and parent(s) of the consequences of the citation.
 - ⇒ First Citation:
 - ▶ My parents will be notified and I will be warned about the consequences of choosing not to follow the rules.
 - ⇒ Second Citation:
 - ▶ My parents will be notified and I will have chosen to lose all bus privileges for three to five days, the duration is at the discretion of the administrator. I must arrange my own transportation to and from school.
 - ⇒ Third Citation:
 - ▶ My parents will be notified and I will have chosen to lose all bus privileges for two weeks. I must arrange my own transportation to and from school.
 - ⇒ Fourth Citation:
 - ▶ My parents will be notified and I will have chosen to lose all bus privileges for the remainder of the school year. I must arrange my own transportation to and from school.
- ↳ Written citations should be sent to the principal for the appropriate disciplinary action.
- ↳ Follow up the next day with the student. Your follow-up determines success.



3.4 Discussion: Interacting With Students on the School Bus

Engage the participants in a discussion regarding interacting with students both individually and in groups in ways that assist drivers and other supervisors in maintaining respect and dignity with the student passengers. Ask the participants to provide examples of things to do and not to do when interacting with students.

Present and review the **Maintaining Respect and Dignity** transparency (T3). In order to maintain respect and dignity with students on the school bus,

- Do:
 - ↳ Be fair and consistent.
 - ↳ Let students know that you like them.
 - ↳ Say “please” when making requests, and thank students when they comply.
 - ↳ Show respect and liking for all students.
- Don’t:
 - ↳ Lose your temper.
 - ↳ Scream or yell at students.
 - ↳ Argue with students, just state the facts.
 - ↳ Never play favorites.



3.5 Discussion: Eliminating Problems on the School Bus

Engage the participants in a discussion regarding the most frequent bus disruptions they have experienced and how they were handled. Ask the participants to provide examples of ways in which they currently help to eliminate such disruptions.

Distribute and review the **Creating a Friendly, Non-Threatening, and Safe Environment** handout (H6). Point out that students recognize and respond to environments in which they feel safe and welcome. In creating an environment that is friendly, non-threatening, and safe, there are a few points to keep in mind.

- Show students that you like them.
- Look for the good qualities that all children have.
- Allow students to sit with their friends when possible.
- Learn the names of the students and greet them by name each morning and afternoon.
- Have a sense of humor.
- Show an interest in the students and their school.
- Answer any questions that may be asked sensibly and intelligently.
- Listen to suggestions.
- Be patient. Remember, you are dealing with children, not adults.
- Ask the participants to provide examples of friendly environments on school buses that they have had experience with.

Creating such an environment requires school bus drivers and other supervisors to have the skills and confidence necessary to handle any situation. Distribute and review the

Developing the Necessary Skills handout (H7).

It is important to recognize that behind every behavior there is a motivation, and how you react determines how the situation will be resolved. Generally, children misbehave for:

- Attention
 - ↳ You are annoyed by the behavior. The best reaction is to ignore the behavior.
- Power
 - ↳ You are angry because of the behavior. The best reaction is to stay calm, explain your expectations and the consequences of the behavior, and offer choices.
- Revenge
 - ↳ The best reaction is to assess the situation and ask yourself why the student feels they have been treated unfairly. Don't be afraid to apologize if you have made a mistake.

It is important to develop good assertiveness skills. Keep in mind the following:

- Give clear and concise instructions.
- Mean what you say and say what you mean.
- Be sure you are able to follow through.
- Be consistent.
- Use positive verbal reinforcements whenever possible, be specific.

Good communication skills are key. Keep in mind the following guidelines:

- Use "I" statements, for example, "John, I need to"
- Use "I care" and "I understand" statements.
- Communicate in a calm, matter-of-fact tone of voice.
- Do not scream or yell.
- Don't argue with a student.
- Never use demeaning actions, verbal or physical.
- Remember, communication is not only the words you express, but your body language as well.



3.6 Activity: Further Understanding Maintaining Order on the School Bus

Paraeducators will participate in an activity that provides an opportunity to apply what they have learned regarding maintaining order on the school bus.



3.6.1 Steps

- Have the participants break into pairs.
- Distribute the **Maintaining Order on the School Bus Scenarios** handout (**H8**) to each pair.
- Instruct the pairs to role-play each scenario, with one person acting as the student and the other as the paraeducator.
- When finished, for each scenario, have at least two pairs demonstrate their role play for the class.
- As a class, discuss the strategies used by the pairs, making sure the elements covered to this point have been incorporated.



Goal 4: Explain rules and procedures to be followed in school bus emergencies.



Note to Instructor: If possible, arrange for a bus and driver or representative from the district transportation department to be at the site to aid in clarifying the points in this goal and for the execution of **4.2 Activity: Show and Tell**.



4.1 Lecture: School Bus Emergencies

Distribute and review the **School Bus Accident Procedures** handout (**H9**), asking the transportation department representative to provide additional information throughout. In the event of an accident on the school bus:

- Remain calm.
- Assess the damage and/or injuries.
- Secure the scene, i.e. reflectors, evacuation if needed.
- Notify dispatch.
- Do not move the bus until told to do so by the police, supervisor, or dispatch.
- Stay with the students, a supervisor will be dispatched to help.
- Gather information.
 - ↳ Names of students on the bus.
 - ↳ Location on bus of injured students, if any.
 - ↳ Information on the driver of the other vehicle(s), if any.
 - ↳ Occupants of the other vehicle(s), if any.
 - ↳ Drivers insurance information.
 - ↳ Vehicle registration information, including make, model, year, and license plate number.
 - ↳ Road and weather conditions.
 - ↳ Policeman's name, badge number, and department.
 - ↳ Name of hospital where injured parties were transported, if any.
 - ↳ Other witness information.
- Complete all required reports, document everything.

Distribute and review the **Mechanical Failure Procedures** handout (**H10**).

In the event of an emergency, the driver must remain with the bus, protecting the accident or breakdown scene, and the students aboard. If there is an immediate danger to the students (fire, etc.), evacuate to a safe place.

Radio the transportation department according to the procedure.

- When you are transmitting, use the bus number for call letters.
- If using a spare bus on the same route, use your bus number when calling in.
- Be sure to use the call letters when calling base or another bus and wait for acknowledgment before proceeding with message (in compliance with FCC rules).
- Radios are in buses for school transportation business use only. Use them accordingly.

In the event the radio doesn't work, send two responsible people to telephone the transportation office immediately. The following information needs to be provided:

- The bus route number.
- The location of the breakdown, using county road numbers when possible.
- The nature of the malfunction.



Note to Instructor: The following information is specific to the State of Colorado. If this academy is being taught in another state, obtain and use the relevant laws for that particular state.

Colorado State Law requires that reflectors be used as follows:

- In case of a breakdown or emergency stop, other than stops required by law on the paved or traveled portion of the highway between the hours of sunset and sunrise, the driver shall immediately turn on the 4-way emergency flashers and then proceed to place a reflector 200 feet in front of and 200 feet in the back of his/her stopped vehicle and the third one on the traffic side of the bus. Such stops on a curve or other areas where 200 feet is not ample, the driver shall use his/her discretion in placing such warnings at a distance, which would give adequate warning.
- If a breakdown stalls a vehicle on a railroad crossing, the driver shall set up and maintain a reflector at least 500 feet down the railroad track in both directions.



4.2 Lecture: School Bus Evacuation

Distribute and review the **Teaching Students to Evacuate the School Bus** handout (H11). When teaching students how to evacuate the school bus, use the following as a

guide.

- Pick a day when you will talk to the students on the bus you supervise. This should happen in the spring and in the fall.
- Get to school as quickly as possible, without running early.
- Make prior arrangements with the school in case you run over (past the bell).
- When you get to school, have the driver park the bus somewhere out of the way of other buses.
- Take about 10 minutes to talk to your students about evacuations.
- Get their attention quickly. Tell them it is time to practice evacuation drills again.
- Explain why drills are necessary, to practice safety and be prepared in case of a real emergency.
- Stress the seriousness of evacuation drills.
 - ↳ It's just like a railroad crossing, everyone must be very quiet and listen.
 - ↳ It is very important to follow directions.
 - ↳ A misconduct report may be filed for anyone horsing around.
- Explain the three types of drills and why and when it might be necessary to use each of them:
 - ↳ Front Door Evacuation
 - ⇒ Used when the rear door is jammed.
 - ↳ Rear Door Evacuation
 - ⇒ Used when the front door is jammed.
 - ↳ Both Door Evacuation
 - ⇒ Used in an extreme emergency, where time is of the essence.



Note to Instructor: These evacuation procedures will be covered in more detail later in this lecture.

- Using diagrams or visual aids, demonstrate how to properly execute each evacuation.
 - ↳ Ask the students to take the diagrams home and review them with their parent(s).
- Explain what monitors are and how they are supposed to function.
- Explain that the driver will open the rear door, and that they are to stay in their seats until given instruction.
- Instruct the students to leave all of their belongings on the bus.
- Instruct the students to go to the designated safe area and remain in

one group.

- If a train should be approaching, they are to run away from the train tracks toward the oncoming train, in two groups if necessary.
 - ↳ **Note:** In the case of an oncoming train, running toward it allows the students to keep the train in sight and not trip; whereas, running away from the train would require looking over their shoulder to verify the distance between them and the train and increase the likelihood of tripping. Additionally, when the train collides with the school bus, the bus and debris from the wreckage will be propelled forward. Running toward the train helps to ensure that the student's are not in the path of these things.
- Instruct the students not to be afraid, and to do exactly as the driver says.
- Emphasize that it is important to be careful getting off the bus. They should not to rush, watch their step, and duck their heads at the back door.
- Explain the kick-out windows.
- Thank the students for their cooperation in the talk and ask them to try and do a good job, set a good example for others, and demonstrate what a good group of students they are.

In addition to talking with students about the proper way to evacuate a school bus, holding school bus evacuation drills is also important. Distribute and review the **Procedures for Emergency School Bus Evacuation Drills** (H12).

- The school bus driver will schedule the day of the drill with the lead driver. Students will not be told about the drill until reaching the school where the drill is to be conducted. The school should be contacted prior to the evacuation drill.
- When approaching the unloading zone at a school, hold back if another bus is already performing a drill. Keep your bus away from the evacuation area and wait your turn.
- The bus driver will appoint six students to act as monitors, to assist during an evacuation. Two students shall be stationed at the front door, one on each side to assist and direct students who need help (for front-door evacuations). Two students shall be stationed at the rear door, one to hold the door and the other to extend a helping hand to those students who need assistance (for rear-door evacuations). There shall be one student assigned to each door to lead the students to a safe area at least 100 feet away. All monitors will be instructed in their responsibilities, including how to open the rear door, turn off the ignition, set the emergency brake, and which windows are kick-out windows and how to kick them out.

- Students will be instructed in advance how to evacuate seats: row by row, right then left, etc.
- For Front Door Evacuations:
 - ↳ The bus driver will appoint three students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and open the front entrance door.
 - ↳ Dismiss the three front door monitors first and have them take their positions. Two should be posted on either side of the front door, and one should lead students to the safe area.
 - ↳ Continue to evacuate the bus by moving to the rear, dismissing students row by row. All students should remain in their seats until dismissed.
 - ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the front door, taking the first-aid kit with him or her.
 - ↳ The bus driver should join the students at the safe area.
- For Rear Door Evacuations:
 - ↳ The bus driver will appoint three students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and move toward the rear of the bus. Do not open the front service door.
 - ↳ The bus driver will open the rear emergency exit door.
 - ↳ Dismiss the three rear door monitors first and have them take their positions. Two should be posted at the rear door, one to hold the door and one to extend a helping hand to students. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
 - ↳ The driver will continue to evacuate the bus row by row, working back to the front of the bus. All students should remain in their seats until dismissed.
 - ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the rear door, taking the first-aid kit with him or her.
 - ↳ The bus driver should join the students in the safe area.

- For Both Door Evacuations:
 - ↳ The bus driver will appoint six students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and open the front entrance door.
 - ↳ The bus driver will then ask the three front door monitors to come forward and take their positions. Two monitors at the front door, one on each side to assist and direct students who need help. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
 - ↳ As the driver moves to the rear of the bus, he or she should instruct students to immediately start evacuating through the front door, row by row, starting at the front.
 - ↳ At the rear of the bus, the driver will open the rear door.
 - ↳ The bus driver will then ask the three back door monitors to come to the rear entrance and take their positions. Two monitors at the rear door, one to hold the door and the other to extend a helping hand to those students who need assistance. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
 - ↳ The bus driver will return to the center of the bus and help the remaining students evacuate through the rear door.
 - ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the rear door, taking the first-aid kit with him or her.
 - ↳ The bus driver should join the students in the safe area.



4.3 Activity: Show and Tell

Paraeducators will participate in an activity that provides an opportunity to practice emergency evacuation procedures on a school bus.



Note to Instructor: It is necessary to have arranged for a bus and driver or representative from the district transportation department to be at the site for this activity.



4.2.1 Steps

- Under the direction of the driver or representative from the district transportation department, have the participants practice the various school bus evacuation procedures.
- When finished, discuss as a class the experiences, addressing any questions, challenges, and concerns.



Goal 5: Describe basic school bus operation procedures.



5.1 Activity: Daily Considerations for School Bus Drivers

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the full scope of a school bus driver's job.



5.1.2 Steps

- Have the class break into groups of three or four.
- Provide each group with four sheets of chart paper and title each with one of the four following categories:
 - Bus Condition,
 - Safety,
 - Emotions, and
 - Courtesy.
- Have the groups generate ideas about how school bus drivers would need to prepare daily for each category.
- When finished, have the groups post their lists around the room.
- Ask each group to share their ideas with the class.



5.2 Discussion: School Bus Driver Responsibilities

The operation of a school bus entails much more than simply driving. Bus drivers must be thoughtful, cautious, safety conscious, and emotionally in-check at all times.

Distribute and review the **A School Bus Driver's Daily Resolution Checklist** handout (**H13**). As a school bus driver I will:

- Help keep the bus in a safe condition at all times.
- Keep my mind on my driving at all times.
- Make a thorough inspection of the bus each day.
- Drive more cautiously, recognizing the unusual hazards which always exist in residential areas.
- Obey all traffic laws.
- Be considerate of other motorists.
- Take care in protecting the students, pedestrians, and motorists; for, over them, I have the power of life and death.
- Control my temper, which is vital to vehicle control.
- Remember constantly that courtesy is the first law of safe driving.

- Obey the Golden Rule: I will always drive with care, caution, and courtesy.
- I will ask myself the following question, “Do I always drive by these resolutions for safe school bus operation?”

Distribute and review the **School Bus Regulations** handout (H14).

- School buses shall at all times be operated in a safe, prudent, and careful manner.
- A school bus shall be driven on the right side of the roadways, except when overtaking and passing another vehicle, when in the left hand lane for making a left turn from a multi-lane roadway, when the right side of the roadway is closed, or when on a one way street.
- No school bus shall be coasted with gears in neutral or with the clutch disengaged except in the process of stopping the bus. Down shift when descending steep grades.
- Any school bus approaching an intersection of roadways shall yield right-of-way to the vehicle which has entered the intersection from another roadway, unless otherwise ordered by local ordinance.
- The driver of a school bus shall not leave the bus with students aboard while the engine is running. In the event of an accident or breakdown while the bus is transporting students, the driver shall not leave the bus to telephone for help.
- All doors are to be closed at all times when the bus is in motion.
- The driver of a school bus shall refrain from unnecessary conversation while the bus is in motion.
- No driver under the influence of intoxicating liquor, narcotic drug, or other drugs which impair or affect driving ability shall drive a school bus or be assigned to drive a school bus.
- No school bus shall be operated with a broken window that impairs vision except to finish the route or in the case of an emergency where repairs cannot be made at once. In no case shall a bus be operated with non-transparent material in the windshield or rear windows, or in any place that would impair the driver’s view to the front, sides, or rear of the bus.
- No bus driver shall service their bus with fuel while students are aboard.

Engage the participants in a discussion regarding the lists the generated in **5.1**

Activity: Daily Considerations for School Bus Drivers, noting and exploring the similarities and differences.

Module D Handouts

Module D: School Bus Supervision

1. Identify the role of the paraeducator in school bus supervision.
2. Explain how to establish rules, routines, and procedures for school bus riding.
3. Explain how to maintain order on the school bus.
4. Explain rules and procedures to be followed in school bus emergencies.
5. Describe basic school bus operation procedures.

Guidelines for Establishing Rules for School Bus Conduct

- When possible, develop rules for conduct when riding the school bus using student input.
- Help students understand that safety is your priority.
- Make students aware of the hazards created by loud, disruptive behavior on the bus.
- Students should be rewarded and held accountable for their conduct.
- Those students who are willing to cooperate should be complimented.
- It's O.K. to thank students.
- Use group and individual rewards, especially when not expected.
- Those students who are not willing to cooperate should be made aware of the consequences and held accountable.
- Have students work towards something, i.e. a special seat, a minute of your time, a sticker, etc.
- Use seating arrangements when necessary.
- Involve parents when necessary.
- Involve school administrators when necessary.

Typical School Bus Rules and Procedures for Students

- Be prompt, arriving at the bus stop five minutes before the bus is due, as the driver cannot wait for tardy students.
- When waiting for the school bus:
 - ↳ Stand back at least five feet from the street and remain at that distance until the bus has come to a complete stop and the door is open.
 - ↳ Be orderly and respect other people and their property.
- When boarding the school bus:
 - ↳ Take your assigned seat as quickly as possible and remain seated while the bus is in motion. The bus driver has the right to assign seats.
 - ↳ Stay out of the way of other passengers.
 - ↳ Do not bring any articles aboard the school bus that could cause injury to other passengers.
 - ↳ Do not bring animals aboard the school bus, as they are not allowed.
- After school, do not run to the school bus.
- While on the school bus:
 - ↳ Noise should be kept to a minimum at all times.
 - ↳ Complete silence is required at all railroad crossings.
 - ↳ Do not speak to the bus driver while the bus is in motion unless absolutely necessary.
 - ↳ Do not distract the bus driver while the bus is in motion, for example with sudden movements or loud noises.
 - ↳ Do not extend your arms, legs, or head out of school bus windows and feet are to be kept on the floor.
 - ↳ Emergency doors, windows, or any part of the equipment on the school bus should not be tampered with, marred, or defaced.
 - ↳ Keep aisles and seats clear of books, lunch boxes, musical instruments, and other objects.
 - ↳ Pick up your papers and trash.
 - ↳ Do not fight or scuffle on the bus.
 - ↳ Do not throw or shoot objects in the bus or from the windows.
 - ↳ Smoking or chewing tobacco is prohibited.

Typical School Bus Rules and Procedures for Students (continued)

- When leaving the school bus:
 - ↳ Stay out of the way of other passengers.
 - ↳ Students should not check their home mailbox until bus has left his or her stop.
- A note is required from a parent or guardian, signed by the school principal or other designated person, in order to:
 - ↳ Get off the bus at a stop other than your regular stop,
 - ↳ To have someone ride the bus home with you,
 - ↳ For you to ride a bus other than their regular bus, or
 - ↳ To be allowed to get off or board a bus at any school other than the one you attend.
- Students in junior and senior high should not be permitted to ride an elementary school bus without special permission.
- When crossing in front of the school bus:
 - ↳ Wait until the bus has come to a complete stop, the stop arm is out, and the red lights are flashing;
 - ↳ Check for traffic; and
 - ↳ Cross approximately 10 feet away from the front of the bus.
- During regular school hours the School Transportation Department's phone number is *(provide phone number here)*. Before and after school hours, call *(provide after-hours phone number here)*.
- The driver will complete and turn in to the school principal a conduct report for students who are unruly and do not comply with the rules.

Authority and Discipline on the School Bus

The secret to good discipline lies in reporting a problem as soon as it arises. By failing to report a discipline problem you are allowing the problem to become aggravated and the problem will get out of hand. Only by prompt action can a problem be identified and eliminated.

All bus drivers keep a notebook in which they log behavior problems and any action taken in regard to disciplining students. If a behavior continues, the following procedures will be followed:

- The student's parents will be called.
- The student and the student's principal will be talked to together.
- A misconduct report will be completed and filed.

The authority to suspend the bus-riding privileges of a student lies with the principal. Students are to be discharged only at their school or assigned bus stop. A student should never be discharged en route as a disciplinary action.

The bus driver may assign seats if necessary for disciplinary purposes. If a majority of students are not following the rules, the bus driver may pull to a safe stop until the students have resumed order. The school bus driver may never enforce rules by use of profanity, striking a student, or use of physical force. The bus driver will report any disruptive behavior or trouble on the bus to the lead driver immediately.

Parents are encouraged to discuss any discipline problems with the driver and his or her supervisor.

If a student is kept after school longer than the allotted five minutes that a school bus is required to wait, the appropriate school personnel is responsible for getting the student home.

Guidelines for Behavior Management on the School Bus

- Clarify Your Expectations
 - ↳ Talk to the student about his or her behavior.
 - ↳ Define your expectations and the need for rules.
- Avoid Reaction, Maintain Your Self-Control, and Stay Calm
 - ↳ Gather the facts and make note of them.
 - ↳ Do not accuse.
 - ↳ Do not take sides in dissension problems.
 - ↳ Maintain a dignified attitude with bus riders at all times.
- Keep a Log
 - ↳ Talk to the student about his or her behavior.
 - ↳ Record the discussions in your log, making the student aware that you are recording it.
 - ↳ Note the student's name, the problem, date and time of problem, any action taken, and the student's response.
 - ↳ Praise cooperation and resulting good behavior.
- Contacting Parents and Issuing Citations
 - ↳ Talk to the student about his or her behavior, recording it in your log and making the student aware that you are doing so.
 - ↳ Assign the student a seat in the front of the bus.
 - ↳ Advise the student that his or her parent(s) will be contacted.
 - ↳ Contact the principal and make him or her aware of the situation.
 - ↳ Advise the student and parent(s) that a citation will be issued for the next infraction of the rules.
 - ↳ Include the date and time of the incident and the name of the parent(s) contacted on the citation.
 - ↳ Advise the student and parent(s) of the consequences of the citation.
 - ⇒ First Citation:
 - ▶ My parents will be notified and I will be warned about the consequences of choosing not to follow the rules.
 - ⇒ Second Citation:
 - ▶ My parents will be notified and I will have chosen to lose all bus privileges for three to five days, the

Guidelines for Behavior Management on the School Bus (continued)

- duration is at the discretion of the administrator. I must arrange my own transportation to and from school.
- ⇒ Third Citation:
 - My parents will be notified and I will have chosen to lose all bus privileges for two weeks. I must arrange my own transportation to and from school.
- ⇒ Fourth Citation:
 - My parents will be notified and I will have chosen to lose all bus privileges for the remainder of the school year. I must arrange my own transportation to and from school.
- Written citations should be sent to the principal for the appropriate disciplinary action.
- Follow up the next day with the student. Your follow-up determines success.

Creating a Friendly, Non-Threatening, and Safe Environment

- Show students that you like them.
- Look for the good qualities that all children have.
- Allow students to sit with their friends when possible.
- Learn the names of the students and greet them by name each morning and afternoon.
- Have a sense of humor.
- Show an interest in the students and their school.
- Answer any questions that may be asked sensibly and intelligently.
- Listen to suggestions.
- Be patient. Remember, you are dealing with children, not adults.
- Ask the participants to provide examples of friendly environments on school buses that they have had experience with.

Developing the Necessary Skills

It is important to recognize that behind every behavior there is a motivation and how you react determines how the situation will be resolved. Generally, children misbehave for:

- Attention,
- Power, and/or
- Revenge.

It is important to develop good assertiveness skills. Keep in mind the following:

- Give clear and concise instructions.
- Mean what you say and say what you mean.
- Be sure you are able to follow through.
- Be consistent.
- Use positive verbal reinforcements whenever possible, be specific.

Good communication skills are key. Keep in mind the following:

- Use “I” statements, for example, “John, I need to ...”
- Use “I care” and “I understand” statements.
- Communicate in a calm, matter-of-fact tone of voice.
- Do not scream or yell.
- Don’t argue with a student.
- Never use demeaning actions, verbal or physical.
- Remember, communication is not only the words you express, but your body language as well.

Maintaining Order on the School Bus Scenarios

- Joe is yelling to you that Monica keeps hitting him on the back of the head and that if she keeps it up he is going to turn around and punch her.
- Carla is crying because no one will sit next to her and all the kids make fun of her.
- Pete is throwing his garbage from his book bag out of the window.
- Mary won't sit down in her seat. You have asked her twice.
- When you drop Steve off, his mom wants to talk to you about his problem with Max. Max wants to fight Steve after school. You are late.

School Bus Accident Procedures

In the event of an accident on the school bus:

- Remain calm.
- Assess the damage and/or injuries.
- Secure the scene, i.e. reflectors, evacuation if needed.
- Notify dispatch.
- Do not move the bus until told to do so by the police, supervisor, or dispatch.
- Stay with the students, a supervisor will be dispatched to help.
- Gather information.
 - ↳ Names of students on the bus.
 - ↳ Location on bus of injured students, if any.
 - ↳ Information on the driver of the other vehicle(s), if any.
 - ↳ Occupants of the other vehicle(s), if any.
 - ↳ Drivers insurance information.
 - ↳ Vehicle registration information, including make, model, year, and license plate number.
 - ↳ Road and weather conditions.
 - ↳ Policeman's name, badge number, and department.
 - ↳ Name of hospital where injured parties were transported, if any.Other witness information.
- Complete all required reports, document everything.

Mechanical Failure Procedures

In the event of an emergency, such as an accident or mechanical breakdown, the driver must remain with the bus, protecting the accident or breakdown scene, and the students aboard. If there is an immediate danger to the students (fire, etc.), evacuate to a safe place.

Radio the transportation department according to the procedure.

- When you are transmitting, use the bus number for call letters.
- If using a spare bus on the same route, use your bus number when calling in.
- Be sure to use the call letters when calling base or another bus and wait for acknowledgment before proceeding with message (in compliance with FCC rules).
- Radios are in buses for school transportation business use only. Use them accordingly.

In the event the radio doesn't work, send two responsible people to telephone the transportation office immediately. The following information needs to be provided:

- The bus route number.
- The location of the breakdown. Use county road numbers wherever possible.
- The nature of the malfunction.

Colorado State Law requires that reflectors be used as follows:

- In case of a breakdown or emergency stop, other than stops required by law on the paved or traveled portion of the highway between the hours of sunset and sunrise, the driver shall immediately turn on the 4-way emergency flashers and then proceed to place a reflector 200 feet in front of and 200 feet in the back of his/her stopped vehicle and the third one on the traffic side of the bus. Such stops on a curve or other areas where 200 feet is not ample, the driver shall use his/her discretion in placing such warnings at a distance, which would give adequate warning.
- If a breakdown stalls a vehicle on a railroad crossing, the driver shall set up and maintain a reflector at least 500 feet down the railroad track in both directions.

Teaching Students to Evacuate the School Bus

- Pick a day when you will talk to the students on the bus you supervise. This should happen in the spring and in the fall.
- Get to school as quickly as possible, without running early.
- Make prior arrangements with the school in case you run over (past the bell).
- When you get to school, have the driver park the bus somewhere out of the way of other buses.
- Take about 10 minutes to talk to your students about evacuations.
- Get their attention quickly. Tell them it is time to practice evacuation drills again.
- Explain why drills are necessary, to practice safety and be prepared in case of a real emergency.
- Stress the seriousness of evacuation drills.
 - ↳ It's just like a railroad crossing, everyone must be very quiet and listen.
 - ↳ It is very important to follow directions.
 - ↳ A misconduct report may be filed for anyone horsing around.
- Explain the three types of drills and why and when it might be necessary to use each of them:
 - ↳ Front Door Evacuation
 - ⇒ Used when the rear door is jammed.
 - ↳ Rear Door Evacuation
 - ⇒ Used when the front door is jammed.
 - ↳ Both Door Evacuation
 - ⇒ Used in an extreme emergency, where time is of the essence.

Teaching Students to Evacuate the School Bus (continued)

- Using diagrams or visual aids, demonstrate how to properly execute each evacuation.
 - ➔ Ask the students to take the diagrams home and review them with their parent(s).
- Explain what monitors are and how they are supposed to function.
- Explain that the driver will open the rear door, and that they are to stay in their seats until given instruction.
- Instruct the students to leave all of their belongings on the bus.
- Instruct the students to go to the designated safe area and remain in one group
- If a train should be approaching, they are to run away from the train tracks toward the oncoming train, in two groups if necessary.
 - ➔ **Note:** In the case of an oncoming train, running toward it allows the students to keep the train in sight and not trip; whereas, running away from the train would require looking over their shoulder to verify the distance between them and the train and increase the likelihood of tripping. Additionally, when the train collides with the school bus, the bus and debris from the wreckage will be propelled forward. Running toward the train helps to ensure that the student's are not in the path of these things.
- Instruct the students not to be afraid, and to do exactly as the driver says.
- Emphasize that it is important to be careful getting off the bus. They should not to rush, watch their step, and duck their heads at the back door.
- Explain the kick-out windows.
- Thank the students for their cooperation in the talk and ask them to try and do a good job, set a good example for others, and demonstrate what a good group of students they are.

Procedures for Emergency School Bus Evacuation Drills

- The school bus driver will schedule the day of the drill with the lead driver. Students will not be told about the drill until reaching the school where the drill is to be conducted. The school should be contacted prior to the evacuation drill.
- When approaching the unloading zone at a school, hold back if another bus is already performing a drill. Keep your bus away from the evacuation area and wait your turn.
- The bus driver will appoint six students to act as monitors, to assist during an evacuation. Two students shall be stationed at the front door, one on each side to assist and direct students who need help (for front-door evacuations). Two students shall be stationed at the rear door, one to hold the door and the other to extend a helping hand to those students who need assistance (for rear-door evacuations). There shall be one student assigned to each door to lead the students to a safe area at least 100 feet away. All monitors will be instructed in their responsibilities, including how to open the rear door, turn off the ignition, set the emergency brake, and which windows are kick-out windows and how to kick them out.
- Students will be instructed in advance how to evacuate seats: row by row, right then left, etc.
- For Front Door Evacuations:
 - ↳ The bus driver will appoint three students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and open the front entrance door.
 - ↳ Dismiss the three front door monitors first and have them take their positions. Two should be posted on either side of the front door, and one should lead students to the safe area.
 - ↳ Continue to evacuate the bus by moving to the rear, dismissing

Procedures for Emergency School Bus Evacuation Drills (continued)

- students row by row. All students should remain in their seats until dismissed.
 - ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the front door, taking the first-aid kit with him or her.
 - ↳ The bus driver should join the students at the safe area.
- For Rear Door Evacuations:
 - ↳ The bus driver will appoint three students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and move toward the rear of the bus. Do not open the front service door.
 - ↳ The bus driver will open the rear emergency exit door.
 - ↳ Dismiss the three rear door monitors first and have them take their positions. Two should be posted at the rear door, one to hold the door and one to extend a helping hand to students. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
 - ↳ The driver will continue to evacuate the bus row by row, working back to the front of the bus. All students should remain in their seats until dismissed.
 - ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the rear door, taking the first-aid kit with him or her.
 - ↳ The bus driver should join the students in the safe area.
- For Both Door Evacuations:
 - ↳ The bus driver will appoint six students to act as monitors, to assist during the evacuation.
 - ↳ The bus driver will stop the bus, turn off the ignition, set the emergency brake, and turn on the 4-way flashers.
 - ↳ The bus driver will then get out of his or her seat and open the front entrance door.
 - ↳ The bus driver will then ask the three front door monitors to come

Procedures for Emergency School Bus Evacuation Drills (continued)

- forward and take their positions. Two monitors at the front door, one on each side to assist and direct students who need help. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
- ↳ As the driver moves to the rear of the bus, he or she should instruct students to immediately start evacuating through the front door, row by row, starting at the front.
- ↳ At the rear of the bus, the driver will open the rear door.
- ↳ The bus driver will then ask the three back door monitors to come to the rear entrance and take their positions. Two monitors at the rear door, one to hold the door and the other to extend a helping hand to those students who need assistance. The third monitor will lead the students to the safe area, at least 100 feet away from the bus.
- ↳ The bus driver will return to the center of the bus and help the remaining students evacuate through the rear door.
- ↳ When all students have been dismissed, the bus driver should begin checking under the seats and exit through the rear door, taking the first-aid kit with him or her.
- ↳ The bus driver should join the students in the safe area.

A School Bus Driver's Daily Resolution Checklist

- Help keep the bus in a safe condition at all times.
- Keep my mind on my driving at all times.
- Make a thorough inspection of the bus each day.
- Drive more cautiously, recognizing the unusual hazards which always exist in residential areas.
- Obey all traffic laws.
- Be considerate of other motorists.
- Take care in protecting the students, pedestrians, and motorists; for, over them, I have the power of life and death.
- Control my temper, which is vital to vehicle control.
- Remember constantly that courtesy is the first law of safe driving.
- Obey the Golden Rule: I will always drive with care, caution, and courtesy.
- I will ask myself the following question, "Do I always drive by these resolutions for safe school bus operation?"

School Bus Regulations

- School buses shall at all times be operated in a safe, prudent, and careful manner.
- A school bus shall be driven on the right side of the roadways, except when overtaking and passing another vehicle, when in the left hand lane for making a left turn from a multi-lane roadway, when the right side of the roadway is closed, or when on a one way street.
- No school bus shall be coasted with gears in neutral or with the clutch disengaged except in the process of stopping the bus. Down shift when descending steep grades.
- Any school bus approaching an intersection of roadways shall yield right-of-way to the vehicle which has entered the intersection from another roadway, unless otherwise ordered by local ordinance.
- The driver of a school bus shall not leave the bus with students aboard while the engine is running. In the event of an accident or breakdown while the bus is transporting students, the driver shall not leave the bus to telephone for help.
- All doors are to be closed at all times when the bus is in motion.
- The driver of a school bus shall refrain from unnecessary conversation while the bus is in motion.
- No driver under the influence of intoxicating liquor, narcotic drug, or other drugs which impair or affect driving ability shall drive a school bus or be assigned to drive a school bus.
- No school bus shall be operated with a broken window that impairs vision except to finish the route or in the case of an emergency where repairs cannot be made at once. In no case shall a bus be operated with non-transparent material in the windshield or rear windows, or in any place that would impair the driver's view to the front, sides, or rear of the bus.
- No bus driver shall service their bus with fuel while students are aboard.



Module D Transparencies

Module D: School Bus Supervision

StSuprD-T1



- ***Identify the role of the paraeducator in school bus supervision.***
- ***Explain how to establish rules, routines, and procedures for school bus riding.***
- ***Explain how to maintain order on the school bus.***
- ***Explain rules and procedures to be followed in school bus emergencies.***
- ***Describe basic school bus operation procedures.***

Guidelines for Behavior on the School Bus

StSuprD-T2



- ***Clarify Your Expectations***
- ***Avoid Reaction, Maintain Your Self-Control, and Stay Calm***
- ***Keep a Log***
- ***Contacting Parents and Issuing Citations***

Maintaining Respect and Dignity

StSuprD-T3



Do...

- *Be fair and consistent.*
- *Let students know that you like them.*
- *Say please when making requests, and thank students when they comply.*
- *Show respect and liking for all students.*

Don't...

- *Lose your temper.*
- *Scream or yell at students.*
- *Argue with students, just state the facts.*
- *Never play favorites.*